



UWI

ST. AUGUSTINE
CAMPUS

2013/2014

UNDERGRADUATE

FACULTY OF
**HUMANITIES
& EDUCATION**
REGULATIONS & SYLLABUSES

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VISION STATEMENT

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

MISSION STATEMENT

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

MESSAGE FROM THE DEAN

As the faculty that houses the School of Education, the departments of Creative and Festival Arts, History, Modern Languages & Linguistics, Literary, Cultural & Communication Studies and the Centre for Language Learning, the Faculty of Humanities and Education is the engine room of the educative and humanizing impulse of The University of the West Indies. As educators, historians, writers, literary critics, performing and visual artists, we imagine ourselves as story tellers who remember in order for the present to recognise past efforts and their outcomes, and, in so doing, envision a future that may not fall victim to past missteps. Our goal is, in consonance with the vision and mission of The University, to assist in producing graduates who are creative problem solvers, imbued with a social conscience, committed to the integrity of the Caribbean region, and to the ties that bind all of humanity. In a collaborative effort and deploying the best technological tools available, the faculty is committed to working with our students to strategically transform the educational process into a relevant, impactful, distinctive, and excellent tool for the development of the human resource base of the Caribbean.

Archaeology, Education, Carnival Arts, Communication Studies, Creative Arts, Film, History, Linguistics, Literatures in English, Modern Languages, Music, and Theology are some of the exciting academic offerings available in the faculty. We encourage intra- and inter-faculty multidisciplinary combinations and participation in a number of cultural activities that the faculty organises from time to time.

As we welcome you to the faculty with a promise to do everything in our power to respect and facilitate your rights, and to create an atmosphere conducive for the achievement of excellence, we would also like to remind you that with every right comes a responsibility. We shall hold you to your responsibility to us as much as we expect you to hold us to our commitments to you.

Welcome to the Faculty of Humanities and Education.

Professor Funso Aiyejina
DEAN



FACULTY OF HUMANITIES AND EDUCATION

Faculty Structure

FACULTY of HUMANITIES & EDUCATION	
Office of the Dean	
School of Humanities	School of Education
Departments and Centres: <ul style="list-style-type: none">• Department of Creative and Festival Arts• Department of History• Department of Literary, Cultural and Communication Studies• Department of Modern Languages and Linguistics• Centre for Language Learning (CLL)	Departments and Centres: <ul style="list-style-type: none">• Educational Foundations and Teacher Education• Educational Research and Development• Family Development and Children's Research Centre, (FDCRC)• Continuing Professional Development and Outreach Unit

Staff Listing - Office of the Dean

FACULTY OFFICE

CAMPUS DEANS

Professor Funso Aiyejina

Campus Dean – St. Augustine
Ext. 82029

Professor Pedro Welch

Campus Dean - Cave Hill

Dr. Swithin Wilmot

Campus Dean - Mona

DEPUTY DEANS

Mr. Tyrone Ali

Deputy Dean, Student Affairs

Dr. Margaret Cain

Deputy Dean, Programming and Planning

Dr. Susan Herbert

Deputy Dean, Distance and Outreach

Dr. Elizabeth Walcott-Hackshaw

Deputy Dean, Graduate Studies and Research

ADMINISTRATIVE OFFICER

Thomas-Allain, Nardia

Tel: Ext. 83766

ADMINISTRATIVE ASSISTANTS

Broomes-Julien, Alicia

Administrative Assistant

(Student Affairs)

Tel: Ext. 82034

Bridgewater, Petal

Administrative Assistant

(Human Resources, Facilities, Timetable and Equipment)

Tel: Ext. 83765

Rocke, Wenda

Administrative Assistant

(Deputy Deans: Programming and Planning, Distance and Outreach, Graduate Studies and Research, Faculty Prizes and other Events)

Tel: Ext. 83632

SECRETARY TO THE DEAN

Reid, Kathleen

Tel: Ext. 83764

FACULTY CLERKS

Granderson, Deneil

Student Matters

Faculty Clerk

Tel: Ext. 82288

Lara, Sonia

Faculty Clerk

Tel: Ext. 83022

Jones, Tischanna

Faculty Clerk

Tel: Ext. 83762, 82288

OFFICE ATTENDANTS

Badal, Pooran

Office Attendant

Tel: Ext. 82399

Maharaj, Reshe

Office Attendant

Tel: Ext. 82399

Harry, Kevon

Messenger

Tel: Ext. 82399

CLEANING AND MAINTENANCE STAFF

Jones-Telemaque, Crystal

Cleaner

Louis-Brown, Kathleen

Cleaner

Moreno, Marlene

Cleaner

FILM PROGRAMME

Meir, Christopher

Lecturer in Film – Coordinator

BA (SUNY at Buffalo) MA (Concordia University)

PhD (University of Warwick)

Tel: Ext. 84233

Paddington, Bruce

Lecture in Film

BA (Middlesex), M.Ed, Ph.D (UWI)

Tel: Ext. 83981

Poon Chong, Dina

Technical Assistant

Tel: Ext. 83980

Ramesar, Yao

Lecture in Film - Production Coordinator
BA, MFA. (Howard University)
Tel: Ext. 83981

Seenath, Nareeba

Secretary
Tel: Ext. 83980

**PROGRAMME COORDINATORS IN THE
OFFICE OF THE DEAN**

BA Film Programme

Dr. Christopher Meir

Office of the Dean
Rm. 315 E
Tel: Ext. 83981 or 84233

MODERATORS

Caribbean Studies Project

Dr. Gelien Matthews

Department of History

Faculty Office, Ground Floor, School of Humanities
Tel: Ext. 83040

COURSE COORDINATORS

Caribbean Civilisation

Dr. John Campbell

Department of History
Rm. 327
Tel: Ext. 83035

Foundation English Language

Mr. Tyrone Ali

Department of Modern Languages & Linguistics
Faculty Office, Ground Floor
Tel: Ext. 83959

ADMISSIONS SECTION

(Undergraduate)

Ms. Chandra Ragoonath

Senior Administrative Assistant
Tel: Ext. 83012

(Graduate Studies)

TBA

Administrative Assistant
Tel: Ext. 82209

Ms. Karen Edwards-Sheppard

Faculty Clerk/Humanities and Education
Tel: Ext. 83010

EXAMINATIONS SECTION

Mr. Andre Greaves

Administrative Assistant
Tel: Ext. 83876

Mr. Barry Hazel

Faculty Clerk/Humanities and Education
Tel: Ext. 84153

OFFICE HOURS

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

Definitions of Key Registration Terms

Academic Year:	August 1st - July 31 st	Credit/Credit Hrs:	The University's way of measuring work towards a degree. To graduate, a student must complete a minimum number of credits/credit hours.
Academic Advising:	<p>All new students are required to attend academic advising sessions that are organised and advertised by the Faculty and University. At these sessions students will be guided about the requirements for the award of degrees, the selection of courses and other Student matters.</p> <p>Returning students are strongly advised to attend these sessions to ensure that they are on the right track towards graduation.</p>	Credits and Exemptions:	<p>A student may be granted credits for courses completed and passed in other UWI programmes or at other recognised institutions. Permission must be obtained from the Faculty. These courses will be recorded as pass (CR) on the Student's academic records. Students are not required to repeat these courses.</p>
Award of Honours:	Awards assessed on the student's performance in all credits gained from Level II and Level III courses, inclusive of Caribbean Studies Project and exclusive of Foundation Courses.	Exemptions Only:	Students may be allowed to replace courses that are required for a programme with other courses on the basis of having either already completed and passed the same courses or courses with similar content in another UWI programme or in a programme from another recognised institution. In these cases students will be required to replace the exempted courses with other courses approved by the Faculty.
Co-requisite:	A course which must be taken along with another specific course, in order to ensure the attainment of the complementary and/or independent competencies.		
Core Courses:	Courses that are compulsory in the degree programme concerned.	Free Electives:	Courses that are optional in the degree programme concerned.
Course Code:	A letter number and numeric combination used to identify a course eg. HIST 2004. The letter part of the code identifies the subject area (eg. HIST - HISTORY), while the first digit of the number part of the code identifies the level of the course (eg. 2004 - level 2).	Full-Time study:	A student who is registered for not more than 15 and not less than 12 credits per semester. Full-time students may take employment for not more than 12 hours per week without losing their full-time status. Teaching and Research Assistants shall be registered as Full Time Students.

G.P.A.:	Grade Point Average is the average obtained by dividing the total grade points earned by the total quality of hours for which the student is registered for any stated period of time, excluding hours on the foundation courses, audited courses and courses taken for preliminary credits.
Part Time Study:	A student who is employed for more than 12 hours per week must be registered as a Part Time student and shall register for no more than 9 credits per semester.
Plagiarism:	A form of cheating (see Faculty Regulation 11 g (xii) for more information)
Pre-requisite:	A course which must be passed before the course for which it is required may be pursued
Matriculation:	The process of enrolment into the University
Major:	An area of study that requires a specific number of credits including prescribed courses from Levels I, II and III from a single discipline.
Minor:	A specific number of credits (usually 15 or 18) including prescribed courses from Levels II and III from a single discipline.
Semester:	Half-year term in a school year - normally a 13 week period of instruction.
Special:	A prescribed combination of courses offered which leads to a degree.
Summer School/Session:	Optional period of study governed by Summer School Regulations. This period of study is normally held from May to July per year. The courses offered in the Summer Session are not always the same from year to year.

General Information

FINANCIAL STANDING WITH THE UNIVERSITY

Students who are not in good financial standing with the University will not be provided by the University with records or certificates of their work at the University.

Such students who leave the University without making adequate arrangements to put themselves in good standing will not be given the University's diplomas or certificates for degree or other courses until they have satisfied the University in this respect.

In good financial standing means that all debts owed by the student to the University are fully paid or arrangements for their payment, satisfactory to the University, have been made.

OUT-OF-CLASS LEARNING

1. The Co-curricular Credits programme is an integral part of the official credit system at undergraduate level at The University of the West Indies. It provides students with valuable opportunities for skill development in areas not available in their core programme. These courses are designed to help students become well-rounded graduates - prepared for their role in society and in the workplace.

At the St. Augustine Campus, Co-curricular credits are currently awarded for involvement in the following courses:

LEVEL 1

Course Code	Course Title	Credits
COCR1012	Workplace Protocol for Students	3
COCR1001	Minding SPEC	3
COCR1031	Managing My High (MY High): Alcohol, Drugs and Addictive Behaviours	2
COCR1030	Technology Literacy	3

Desktop Productivity Professional Training with Microsoft Office Specialist (MOS) International Certifications

Course Code	Course Title	Credits
COCR1025	Microsoft Word 2010	1
COCR1026	Microsoft Excel 2010	1
COCR1027	Microsoft PowerPoint 2010	1
COCR1028	Microsoft Outlook 2010	1
COCR1029	Microsoft Access 2010	1

All co-curricular course codes begin with COCR. Visit <http://sta.uwi.edu/cocurricular/> for course descriptions and registration instructions. New courses are to be introduced so keep checking the website for updates during the academic year.

You can also speak with your Faculty COCR coordinators for help with course selection and for answers to questions related to the COCR Programme. You will find their names and contact information at the cocurricular website at: <http://sta.uwi.edu/cocurricular/contactus.asp> or check your faculty office.

Think you won't have time for cocurricular courses? Visit <http://www2.sta.uwi.edu/timetable> for the official timetable to see how you can work a COCR course into your schedule!

WE ENCOURAGE YOU TO ENROLL IN AT LEAST ONE CO-CURRICULAR COURSE or CO-CURRICULAR ACTIVITY AS PART OF YOUR PROGRAMME AT UWI – ST. AUGUSTINE CAMPUS

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

- A. 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?

- A. Co-curricular courses are open to all Undergraduate students.

Q. What is a Co-curricular course?

- A. 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. How are Co-curricular courses graded?

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

Q. How do I register for Co-curricular activity?

- A. Please visit <http://sta.uwi.edu/cocurricular/> for a list of all Co-curricular Courses available and a list of steps to register for Co-curricular activities.

Co-Curricular Credits: Regulations

- a. For the purposes of these Regulations, "co-curricular credit" means credit earned by a student in pursuance of some activity or programme of activities that is not part of the academic programme of a Department or Faculty of the University or is not undertaken by a student as part of the academic programme of a Department or Faculty, but which activity or programme of activities is recognised by the University as contributing to the overall personal, cultural, social and intellectual development of students and is approved by Academic Board under Regulation v below.

- b. Participation in activities for co-curricular credits is optional. However, wherever students have chosen to participate in any recognised co-curricular activity or programme of activities for credit, they shall be eligible for a maximum of three (3) credits as part of the credits required for the degree.
- c. Students who successfully complete any co-curricular activity or programme of activities for more than three (3) credits shall have additional credits recorded on their transcripts.
- d. Co-curricular credits shall not be taken into account in the determination of class of degree.
- e. All co-curricular activities/programmes for which credits are being sought shall be approved by Academic Board on the recommendation of any Campus Committee which Academic Board may recognise as having responsibility for co-curricular programmes.
- f. Registration for co-curricular credits in each case must be approved in advance by the Faculty Board and by the member of the Senior Administrative staff appointed or designated as Director of Student Services or Dean of Students, as the case may be, at the Campus.
- g. The grading of co-curricular activities shall be pass/fail.

Co-Curricular Credits - FAQ

<http://sta.uwi.edu/cocurricular/>

The Co-curricular Programme offered at the St. Augustine Campus allows you to choose from a range of non-academic courses that help you to acquire characteristics to excel in life in the 21st century.

These courses are very practical in nature and help you to develop attributes which are critical for your success.

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

For more information please visit the International Office or contact the Office at 1-868-662-2002 Ext. 84206 or internationaloffice@sta.uwi.edu.

THE MID-YEAR (SUMMER) PROGRAMME

The Mid-year (Summer) programme is offered every year from May to July. Course offerings are advertised every year and may vary from year to year. For more information on course offerings, dates and schedules please visit the Faculty Office, Second Floor, School of Humanities Building or contact the Faculty Office at 1-868-662-2002 extension 82288.

STUDENT FACILITIES

1. Academic Advising Programme
2. Student Representation on Faculty Board
3. Student Societies
 - a) Asosyasyon Kwéyòl - For information please visit the Department of Modern Languages & Linguistics
 - b) Communications Society – for information please visit the Department of Literary, Cultural & Communication Studies
 - c) History Society – For information please visit the Department of History
 - d) Linguistics Society – For information please visit the Department of Modern Languages & Linguistics
 - e) La Société Française - For information please visit the Department of Modern Languages & Linguistics
 - f) Sociedad(e) Latinoamericana - For information please visit the Department of Modern Languages & Linguistics

ACADEMIC SUPPORT/DISABILITIES LIAISON UNIT (ASDLU)

The Unit is the first and most important stop for high quality academic support for the diverse populations of students throughout the University including full-time, part-time and evening students, international students, student athletes and students with special needs (disabilities).

Support Services for STUDENTS WITH SPECIAL NEEDS (Temporary and Permanent)~

- Provision of Aids and Devices such as laptops, USB drives, tape recorders and special software.
- Special Accommodations for Examinations
- Classroom Accommodations
- Academic Support
- Liaison with Faculties and Departments

Students with special needs should make contact before or during registration. Every effort will be made to facilitate your on-campus requirements in terms of mobility, accommodation, coursework, examinations, and other areas. No student of The UWI will be discriminated against on the basis of having special needs. Sharing your needs before registration will enable us to serve you better as a part of the Campus community.

Academic Support Services for ALL STUDENTS

- Educational Assessment – LADS (dyslexia) – LASSI (Study Skills)
- Time Management
- Examinations Strategies
- Workload Management
- Career Planning
- Study Skills
- Peer Tutoring

How do I register at ASDLU?

- Visit ASDLU to make an appointment to meet the Coordinator.
- Complete the required registration form.
- Students with disabilities must submit a medical report from a qualified medical professional.
- An assessment of the student's needs will be conducted.
- The required assistance will be provided.

All Students experiencing academic challenges should communicate with **Ms. Jacqueline Huggins**, Coordinator, Academic Support/Disabilities Liaison Unit, south of The Alma Jordan Library.

Tel: 662-2002 Exts 83921, 83923, 83866, 84254.

Hours: 8:30 am- 4:30 pm Monday, Wednesday & Friday
8:30 am – 6:00 pm Tuesday & Thursday
to accommodate Part-time and Evening students.

Email: **ASDLU.Office@sta.uwi.edu**.

Registration forms are available at the office or from the website at **www.sta.uwi.edu/asdlu**

Faculty Regulations

QUALIFICATIONS FOR ADMISSION - SCHOOL OF HUMANITIES

1. Before registration, and before beginning the courses leading to the of BA degree in the Faculty, candidates must have satisfied:
 - a. University Matriculation requirements for entry to a degree programme;
 - b. The entry requirements of the School of Humanities and School of Education;
 - c. Entry requirements of the particular academic departments in which they propose to take courses.
2. These three sets of requirements are as follows:
 - a. University Matriculation
See University Matriculation requirements, UWI Calendar, Vol. II
 - b. Faculty Requirements
Where the University Matriculation regulations refer to approved subjects (Regulations 4, 5, 6, 7), only one of the following subjects in the list may be counted towards entry in the School of Humanities: Health Science, Human Anatomy, Hygiene and Physiology, Rural Biology, Technical Drawing, CAPE Communication Studies and Caribbean Studies
 - c. Departmental Requirements
For entry to other Level I courses, either a Grade I or II CSEC (CXC) General or a BGCSE/ GCE O' Level pass or the equivalent CAPE Pass in the subject and a departmental test, or a pass in the Beginners' course.

ART
Departmental interview and portfolio presentation.

CARNIVAL STUDIES
no additional requirements.

COMMUNICATION STUDIES
no additional requirements.

LITERATURES IN ENGLISH
normally a pass at Grade I or II CSEC (CXC) General or a good BGCSE/ GCE O' Level pass or the equivalent CAPE Pass in English Literature B.

FILM
Departmental interview and portfolio presentation.

FRENCH

A departmental test or a minimum Grade 3 average at CAPE

GEOGRAPHY

Grade I or II CSEC (CXC) General or a BGCSE/ GCE O' Level pass or the equivalent CAPE Pass in Geography.

HINDI

no requirements.

HISTORY

normally a good GCE O' Level pass or Grade I or II CSEC (CXC) General/ BGCSE in or the equivalent CAPE Pass in History.

LATIN AMERICAN STUDIES

no additional requirements.

LINGUISTICS

no additional requirement but a strong background in English or Modern Languages preferred.

MANAGEMENT STUDIES

no additional requirements, but preference will be given to applicants with GCE O' Level or Grade I or II CSEC (CXC) General/ BGCSE in Mathematics.

MASS COMMUNICATIONS

interview and/or departmental test.

MATHEMATICS

M080 or GCE A' Level or the equivalent CAPE Pass in Mathematics or Pure Mathematics.

MUSIC

Grade 7 Music Theory and departmental audition.

PHILOSOPHY

no additional requirements.

PORTUGUESE

no additional requirements, but a good background in Modern Languages preferred.

SPANISH

as for French

THEATRE

no additional requirements.

THEOLOGY

All applicants to be interviewed by the Dean of Studies of the Seminary PRIOR to an offer of a place on the BA in Theology.

- d. Specific Entry Requirements for the Majors/Specials in Creative Arts
 - i. Two GCE A' Level passes and Grade 7 in Music for Special in Musical Arts, and Audition;
 - ii. At least a CSEC (CXC) General/ BGCSE Grade I or GCE O' Level pass in Art, plus two GCE A' Levels (or equivalent), and portfolio presentation, for the Special in Visual Arts;
 - iii. Persons who obtained a 'B' average in the Certificate in Visual Arts or the Certificate in Musical Arts can enter Year I of the BA degree programme;
 - iv. Normal entry requirements (i.e. two GCE A' Level subject passes) for the major in Theatre Arts; Carnival Studies.
 - v. Persons who obtained a 'B' average in the Practitioners Certificate in DIE/TIE can enter Year I of the BA degree programme in Theatre Arts,
- e. Entry Requirements for the Certificate in Music
To be eligible for admission candidates are required to have the following qualifications:
 - i. Theory of Music Grade III;
 - ii. Normally possess five CSEC (CXC)/GCE/BGCSE passes including English, at CSEC (CXC) General Proficiency (Grades I or II) / BGCSE or at GCE Ordinary Level;
 - iii. An audition and interview to be arranged by the Department of Creative and Festival Arts, UWI
- f. Entry requirements for the Certificate in Visual Arts; Practitioners Certificate in DIE/TIE; Certificate in Technical Theatre Production; Certificate in Dance and Dance Education. To be eligible for admission to the programme a candidate should:
 - i. have had five years' experience in any aspect of the Theatre Arts/Visual Arts/ Dance.
 - ii. normally possess five GCE passes, including English, at O' Level (or at CSEC (CXC)/ General Proficiency Grades I or II /BGCSE) and for the Certificate in Visual Arts an O' Level pass in Art (or at CSEC (CXC) General Proficiency Grades I or II Grades I or II or the equivalent CAPE Pass)
 - iii) pass an Audition / Interview
Persons not satisfying the above requirements may be accepted at the discretion of the Faculty. Final selection is determined by audition and interview.

QUALIFICATIONS FOR ADMISSION - SCHOOL OF EDUCATION

B.ED. DEGREES

- 3. To be eligible for admission to these programmes, an applicant must:
 - a. have satisfied the matriculation requirements of The University;
 - b. have successfully completed an approved programme of training for certification as a teacher in his/her country;
 - c. possess a level of professional experience as a teacher that is deemed satisfactory by the School of Education;
 - d. possess any other qualification which the School may require from time to time.

Successful candidates to the BEd programme who possess a UWI School of Education Certificate in one of the following: Early Childhood Education, Educational Administration, The Teaching of Language Arts, Mathematics, Science, or Social Studies, or who hold an equivalent Certificate or Associate Degree from an approved institution will experience transitional adjustments. These may include course exemptions and/or arrangements to complete outstanding courses as the School of Education may deem necessary.

CATEGORIES OF COURSES/WEIGHTING

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

BEGINNERS' COURSES IN LANGUAGES

Six credits maximum

- 5.
 - a. Beginners' courses may be offered in French, Spanish, Hindi, Portuguese, and any other foreign language that may be added from time to time.
 - b. A candidate is not permitted to offer more than six Beginners' credits towards the credits required for the degree.
 - c. Qualifications: Beginners' courses are open to the following persons:
 - i. Those who have no previous knowledge of the language concerned;
 - ii. Those who have limited knowledge of the language concerned, but no academic qualifications;

- iii. Those with academic qualifications, but whose knowledge of the language is deemed by the Department concerned to be inadequate for admission to normal Level I courses.
- d. A student who has successfully completed a Beginners' course is eligible for admission to Level I courses in the language concerned, and its associated literature and culture at the discretion of the Head of the Department concerned.
- e. Students who have completed a Beginners' Course may continue the study of the language concerned, and/or its literature and culture by taking the appropriate Level I Course.
- II.
 - a. on entry declare a Major, or a Special, or Double Major. (See 7f below)
 - b. satisfy the requirements for the declared Major(s).
- III. Have attained a minimum GPA of 1.0 from Level II and III courses.
- 8.
 - a. A Major or Special must be declared from among the following subjects only:
 BA: African and Asian Studies; Carnival Studies; Communication Studies; Dance; English Language and Literature with Education; French; Film; Geography; History; Latin American Studies; Linguistics; Literatures in English; Mathematics; Musical Arts; Spanish; Speech and Language Science; Theatre Arts; Theology; Visual Arts. BEd: General, Specializations, Early Childhood Care & Education, Primary Education: Educational Administration, Primary Education: Language Arts, Primary Education: Mathematics, Primary Education: Science, Primary Education: Social Studies, Physical Education.

REQUIREMENTS FOR ENTRY TO LEVEL II AND LEVEL III COURSES

- 6. Students are required to gain a minimum of 18 credits inclusive of pre-requisites (where they exist) for Level II and III courses before they are permitted to register for Level II/III courses.

REQUIREMENTS FOR THE AWARD OF DEGREES

- 7. In order to qualify for a degree a student must satisfy the following requirements:
 - I. Have completed a minimum of 90 credits (normally 30 at each Level) of which:
 - a. 12 credits shall be for Foundation/University Courses, unless otherwise specified in particular programmes.
 - b. At least 78 credits shall be for Level I, II and III courses (not including Foundation/University Courses) of which
 - i. a minimum of 24 and a maximum of 30 Level I credits (not including Foundation Courses) of which, (except in the case of BA Theology) normally at least 6 shall be from within the Humanities group of subjects outside of the declared Major/Special.
 - ii. a minimum of 18 credits shall be for Level II courses (not including Foundation Courses).
- NOTE: Level II Courses for these purposes shall include courses designated Level II or III.
- iii. A minimum of 9 credits and a maximum of 24 credits shall be for courses exclusively Level III (but not including HUMN 3099 or its substitute).
 - II.
 - a. on entry declare a Major, or a Special, or Double Major. (See 7f below)
 - b. satisfy the requirements for the declared Major(s).
 - III. Have attained a minimum GPA of 1.0 from Level II and III courses.
 - 8.
 - a. A Major or Special must be declared from among the following subjects only:
 BA: African and Asian Studies; Carnival Studies; Communication Studies; Dance; English Language and Literature with Education; French; Film; Geography; History; Latin American Studies; Linguistics; Literatures in English; Mathematics; Musical Arts; Spanish; Speech and Language Science; Theatre Arts; Theology; Visual Arts. BEd: General, Specializations, Early Childhood Care & Education, Primary Education: Educational Administration, Primary Education: Language Arts, Primary Education: Mathematics, Primary Education: Science, Primary Education: Social Studies, Physical Education.
 - b. A Major is made up of a minimum of 36 credits in a single subject over the three levels.
 - c. A Special is made up of a minimum of 54 credits in the subject over the three levels.
 - d. Component courses in a Major or Special are determined by the Faculty Board on the recommendation of the relevant Department(s).
 - e. Throughout the entire degree programme, no more than 30 credits (distributed so as not to exceed 12 credits in any one year of the Full-time programme) may be selected from courses other than Humanities courses, except with the special permission of the Dean.
 - f. A student may, with the permission of the Dean, change Majors. Full-time students must do this no later than the start of their third semester of registration. Part-time students who have registered in accordance with Regulation 10 (c) below, must do so no later than the start of the fifth semester of registration, or the completion of the bulk of Level I credits, whichever is sooner.
 - g. Extra credits gained in any Level subsequent to the original credits required for the degree at that Level cannot be substituted retroactively for the original credits.

**FULL-TIME AND PART-TIME STUDENTS –
REQUIRED TO WITHDRAW**

9. a. A student whose GPA for a given semester is less than or equal to 0.99 shall be deemed to be performing unsatisfactorily, and shall be placed on warning. A student on warning whose GPA for the succeeding semester is less than 0.99, will be required to withdraw from the Faculty/ University.
- b. A student on warning shall be counselled by the Dean or a designated faculty advisor. Such a student may, except where otherwise prescribed in Faculty Regulations, be permitted by the Academic Board on the recommendation of Faculty Board to carry a reduced course load.
- c. A Full Time student will be required to withdraw from the Faculty unless he or she has gained at least:
12 credits by the end of the second semester,
24 credits by the end of the fourth semester,
39 credits by the end of sixth semester,
57 credits by the end of the eighth semester,
75 credits by the end of the tenth semester,
90 credits by the end of the twelfth semester.
- d. A Part Time student will be required to withdraw from the Faculty unless he or she has gained at least:
6 credits by the end of the second semester,
12 credits by the end of the fourth semester,
21 credits by the end of the sixth semester,
30 credits by the end of the eighth semester,
42 credits by the end of the tenth semester,
54 credits by the end of the twelfth semester,
66 credits by the end of the fourteenth semester,
78 credits by the end of the sixteenth semester,
90 credits by the end of the eighteenth semester.

FULL TIME AND PART TIME REGISTRATION

10. a. Students are initially registered as full-time or part-time but may change their registration.
- b. Full-Time students may take employment for not more than twelve hours per week without losing their full-time status.
Teaching and Research Assistants shall be registered as full-time students.
- c. A student who is employed for more than twelve hours per week shall be registered as a part-time student.
- d. A student is deemed to have registered for a course when his/her financial obligations to the University have been fulfilled.
- e. Registration for a course constitutes registration for the examinations in that course.
With specific reference to b. and c. above, please note that a person in full-time employment cannot be registered as a full-time student unless written proof of leave approval is provided prior to or at registration.

REGISTRATION, EXAMINATIONS AND LEAVE

11. a. In registering in the Faculty, student must obtain the written approval of the appropriate Head of Department or his or her nominee for each course selected, and the written approval of the Dean of the Faculty for the combination of courses selected.

* The Relevant Approvals for registration are facilitated in the Banner Student Administration System with respect to online registration.

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

* The Banner Student Administration System facilitates the relevant approvals for change of registration during the Registration Period with respect to online registration.

- c. Registration for a course constitutes registration for the examinations in that course.
- d. A student failing a course that is not compulsory may substitute another course in a subsequent semester or may repeat the failed course.
- e. A course may be examined by written examination papers, oral tests, coursework, or any other method or combination of methods approved by Senate.
- f. A student who does not sit the examination in a course for which he or she is registered is deemed to have failed that examination unless permission to withdraw has been granted.

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

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

- Debarment will be recommended by the Faculty, based on information supplied by the relevant Head of Department, if the student has missed 50% or more of any of the above-mentioned requirements, subject to the following:
- Student attendance at tutorials and performance in Coursework will be routinely checked by the lecturer/tutor at four-weekly intervals, counting from the beginning of the semester.
 - A student will be allowed one warning. This must be in writing and will be administered after the first four weeks of the semester. If there is no improvement at the end of the next four weeks, steps towards debarment will be initiated.
 - In the School of Humanities attendance at tutorials is prescribed.
- ii. The Board of Examiners may recommend to the department concerned that a student who has failed the last and only course required to complete the degree be offered an oral examination in that course, provided that he/she has obtained at least 35% in that course.
- iii. If an Oral Supplemental is granted, the student may choose to decline the offer.
- iv. The Oral Supplemental, which will be of a minimum length of one hour, will be held as soon as possible after the previous examination. The student must contact the Department concerned immediately so that arrangements may be made for the Oral.
- v. The Oral Examination will concern the course as a whole, and not be restricted to the questions set in the examination which the student did.
- vi. If the examination is passed, the student cannot be awarded a grade higher than C3, and this grade will re-place that previously gained for the entire evaluation in that course.
- vii. If he/she fails the Oral, the student will not have the right of appeal or review.
- viii. A student will be allowed only one Oral Supplemental Examination for any one course.
- ix. Students reading History courses are advised that even if they attain an overall pass mark (40 and above) inclusive of Coursework, they will not be awarded an overall pass unless they have passed at least one of the written examination questions.
- x. Students are required to pass in each component (Coursework and written examination) in order to qualify for an overall pass in Literatures in English courses.
- xi. For the award of the BEd degree, candidates must satisfy the examiners by completing for the chosen option and area of specialisation, the requirements of:
- The compulsory core and
 - The compulsory professional and content courses indicated for a major.
- xii. Plagiarism:
Please see Appendix 1 for the University's Regulations on Plagiarism. and the declaration forms. Note that a declaration must be made and attached to **ALL** work submitted by a student for assessment. By signing this declaration, a student is declaring that the work submitted is original and that it does not contain any plagiarised material.
- h. Regulation for Leave of Absence
- i. A candidate who for good reason wishes to be absent from an academic programme for a semester or more must apply for formal leave of absence to the Faculty Board, through the appropriate Dean, stating the reasons for the application.
- ii. The length of such leave of absence, if granted, will be subject to approval by the Academic Board of the Campus concerned, but will not exceed one academic year in the first instance terminating at the end of the academic year for which the application is approved.
- iii. Leave of absence will not be granted for more than two consecutive academic years.
- iv. Leave of absence may be granted for one semester or for an academic year.
- v. Applications for leave of absence for a semester shall normally be submitted by the end of the third week of the relevant semester.
- vi. Applications for leave of absence for the academic year shall normally be submitted by the end of the third week of Semester I.

NOTIFICATION OF RESULTS

12. a. A pass list for each programme in the BA and BEd degrees shall be published each semester.
- b. For those candidates who have completed the requirements for the BA and BEd degrees a Pass List shall be arranged alphabetically in the following categories:
- First Class Honours
 - Second Class Honours
 - Upper Division
 - Lower Division
 - Pass

AWARD OF HONOURS

- c. i. Honours shall be calculated on the basis of the Regulations existing at the year of the student's entry into a particular programme of study into the University.
- ii. The class of degree is calculated on the basis of ALL levels II and III credits (exclusive of Foundation Courses) required for the granting of the degree as follows:

G.P.A. SYSTEM

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

- iii. This is based on a norm of eighteen 3-credit courses. Where a course taken has a 6-credit weighting, the points gained shall be doubled, and where it has a 2-credit weighting, the points shall be pro-rated accordingly (i.e. two-thirds).
- iv. The points are related to the course evaluation grades and percentages as follows:

G.P.A. SYSTEM

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

AEGROTAT DEGREE

(See also University Examinations Regulations)

13. A candidate who has been absent through illness from one or more examinations held in respect of Level II or Level III courses may apply for exemption from these examinations provided that:
- no exemption shall be granted in respect of any course unless the candidate has successfully completed all the required work for the course and has achieved, in the opinion of his tutor(s) and of the Department, a satisfactory level of performance in the course;
 - no exemption shall be granted unless the candidate has obtained the minimum 30 Level I credits and at least 12 Level II credits;
 - no exemption shall be granted in respect of any dissertation or project;
 - the total number of credits for which exemptions may be granted shall not exceed 18, except where a student has satisfactorily completed both the Level I and Level II programmes exemption may be granted from a total of 24 credits.

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

MEDICAL CERTIFICATES

(See also University Examination Regulations)

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

REGULATIONS WITH RESPECT TO ABSENCE FROM COURSEWORK TESTS

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

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

16. i. Students required to withdraw from the University for failing to complete their degree programme within the stipulated period may be re-admitted to the Faculty after at least one academic year has elapsed since their withdrawal. Students thus admitted to the Faculty may in accordance with its regulations be granted exemption from Level I courses subject to there being no change in the content of the courses and provided that no more than five years have elapsed since the date of withdrawal. Level II University Courses, for the purposes of exemption, may be treated in the same way as Level I Faculty courses.
- ii. Students whose performance in the Level I programme indicated general weakness (e.g. bare passes in all courses) may be required by the Faculty to repeat Level I of the programme.

- iii. In special circumstances, exemption from courses in Level II of the degree programme may be proposed by the Faculty, provided that on re-admission the student is required to take at least a full load for one year. The maximum time allowed for completion will be two years for each year's full load.
- iv. Students required to withdraw from the University for failing to complete their Level I or Level II degree programme within the stipulated period or for poor performance as provided for in the Faculty regulations, may be re-admitted to the Faculty after at least one year has elapsed since their withdrawal. Students thus re-admitted may be granted exemption from Level I courses or Level II courses subject to Regulations i, ii and iii above.
- v. Students from one faculty who had been required to withdraw from the University for failing to complete their degree programme within the stipulated period may be admitted to another faculty after a minimum period of one year has elapsed since their withdrawal. Such students may be granted exemption from Level I courses relevant to the new programme, subject to Regulations i and ii above.
- vi. Students required to withdraw from the University for failing to complete their diploma or certificate programme may be re-admitted to the Faculty after a minimum period of one year has elapsed since their withdrawal. Such students shall not be granted exemptions from courses in the programme previously passed.

Regulations for the Licentiate in Theology and Degree of BA (Theology)

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

LICENTIATE IN THEOLOGY (LTH)

Qualifications for Admission

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

FULL-TIME STUDENTS

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

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

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

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

PART-TIME STUDENTS

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

BACHELOR OF ARTS (THEOLOGY)

Qualifications for Admission

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

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

- i. Candidates who successfully complete 2 preliminary semesters of study (as set out in Regulation 13 below), and who receive the recommendation of the Academic Boards of their respective Theological Colleges.

12. The following candidates may also be admitted to the degree programme of the BA (Theology):
- i. Candidates who qualify for admission at lower level and who receive the recommendation of the Academic Boards of their respective Theological Colleges.
 - ii. Candidates who are holders of the Licentiate in Theology of the UWI upon the recommendation of the Academic Board of the Affiliated Theological College.
13. (i) Candidates who qualify for admission at lower level to the BA (Theology) Programme must register as part-time students. Normally a part-time student will be required to spread the Level I degree programme over four semesters.
- (ii) Such candidates shall be required to take 18 credits in the first year of registration, which should include 6 credits of Foundation courses and 9 credits of Theology courses. (In the second year of registration they may take up to 18 credits of theological courses).
16. The minimal performance for a PASS degree (without honours) shall be that a student has passed 90 credits in a period of not more than twelve semesters.
17. Full time candidates will be required to withdraw unless they have gained at least:
- 12 credits by the end of the second semester
24 credits by the end of the fourth semester
39 credits by the end of the sixth semester
57 credits by the end of the eighth semester
75 credits by the end of the tenth semester
90 credits by the end of the twelfth semester
18. (a) Candidates entering the degree programme of the BA (Theology), having completed the LTh programme shall be permitted to complete the degree in a minimum of four semesters and a maximum of eight semesters. Such candidates shall be permitted to count towards the NINETY credits required for the degree, THIRTY credits of the courses which they have passed in LTh programme. Their remaining SIXTY credits shall be so selected that the aggregate of NINETY credits satisfies Regulation 14 above.

FULL TIME STUDENTS

14. (i) Candidates for the degree of BA (Theology) shall present in not less than six semesters a minimum of NINETY (90) credits including not more than THIRTY (30) from Level I and not fewer than FIFTEEN (15) from Level III. NOTE: A student may be permitted to do two appropriate Level I courses (a total of six credits) for level II credit. These must be registered in the Level II programme. Such courses may not be counted for the award of honours.
- (ii) A minimum of SIXTY (60) credits shall be chosen from among the following areas according to the distribution set out below:
- | | |
|--|------------|
| A. Biblical Studies | 12 Credits |
| B. Historical Studies | 6 Credits |
| C. Theological and Ethical Studies | 12 Credits |
| D. Religious and Philosophical Studies | 6 Credits |
| E. Pastoral Studies | 6 Credits |
| F. Foundation Courses | 12 Credits |
| G. HUMN 3099 or equivalents | 6 Credits |
- This distribution shall be in accordance with the approved structure of the degree.
- (iii) The remaining THIRTY (30) credits shall be chosen from A, and/or B, and/or C, and/or D and/or E with the approval of the Theological College concerned.
15. Candidates for the degree of BA (Theology) may, with the approval of the Theological College concerned and the Faculty of Humanities and Education, choose not more than a total of Twelve (12) credits of Level II and Level III courses from among those provided by the Faculty of Humanities and Education but not normally listed as available for the BA (Theology).
- (b) Candidates who are allowed to transfer from the LTh to the BA Theology before completing the LTh may, on recommendation of the Faculty Board, be given exemption and credit for up to 15 Level I credits already obtained in the LTh provided they have attained a minimum B+ level in the relevant course (s), and provided that It does not include any credits which they may have had to use satisfy Normal Matriculation requirements.
- (c) Full time candidates transferring to the BA (Theology) Programme from the LTh under (b) above will be required to withdraw unless they have gained at least:
- 18 credits by the end of the second semester following
30 credits by the end of the fourth semester following
45 credits by the end of the sixth semester following
60 credits by the end of the eighth semester following
19. Candidates for the BA Theology who are holders of the LTh are not permitted to offer for the degree any course beyond Level I for which they have received accreditation in the LTh programme. Provided however, that candidates who had completed more than sixty credits required for the LTh shall be permitted to offer for the degree a maximum of twelve credits from Level II and/ or Level III.
20. Candidates may complete the requirements for the BA (Theology) degree on a part-time basis. In such cases Regulations 7-9 of the Faculty of Humanities and Education shall apply.

PART-TIME STUDENTS

REGISTRATION, EXAMINATIONS AND LEAVE

21. See Faculty Regulation 10

FULL TIME AND PART TIME REGULATIONS

22. See Faculty Regulation 11

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

23. See Faculty Regulation 10

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

24. See Faculty Regulations

STUDENT PRIZES

FACULTY PRIZES

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

- Most Outstanding full-time BA Student – Level I
- Most Outstanding full-time BA Student - Level II
- Most Outstanding BA Student - Level III
- Most Outstanding full-time BEd Student – Level I
- Most Outstanding full-time BEd Student - Level II
- Most Outstanding BEdStudent - Level III
- Most Outstanding BEd Student - Educational
- Administration
- Most Outstanding BEd Student - Primary Education
- Most Outstanding BEd Student – TELMAS Award
- English for Academic Purposes
- Academic Writing for Different Disciplines
- Caribbean Civilisation
- Caribbean Studies
- Tagore Prize for Caribbean Studies paper on an
- Indian Topic

DEPARTMENTAL PRIZES

Departments award various prizes for exemplary performance in the examinations.

COMMUNICATION STUDIES

- Departmental Prize for Communication Studies.

CREATIVE AND FESTIVAL ARTS

- The Newman Alexander Prize for the Best Musical Arts Degree Student
- The Suraj Boodram Prize for the Best Certificate in Music Student
- The Sidney Hill Prize for the Best Drama/Theatre-In Education Certificate Student
- The Pat Choo Foon Prize for the Best Visual Arts Certificate Student (Art and Design)
- The N. P. Alladin Prize for the Best Visual Arts Degree Student
- The Eastman-Christensen Visual Arts Award for Excellence in Year 2

- The Beryl Mc Burnie Prize for Best All-round Creative and Festival Arts Student
- The Earl Warner Prize for the Best Theatre Arts Degree Student
- The Roy Watts Prize for Best Drama/Theatre-in-Education Certificate Student
- The Felix Harrington Prize for Best Dance and Dance Education Certificate Student
- The George Bailey Prize for Best Carnival Arts Degree Student
- The Mervyn Williams Caribbean Cultural Studies Prize for Best Caribbean Cultural Studies Student

ENGLISH LANGUAGE & LITERATURE WITH EDUCATION PRIZE

- Best Level I English Language with Literature and Education (ELLE)
- Best Level II English Language with Literature and Education (ELLE)
- Best Level III English Language with Literature and Education (ELLE)

FILM (SPONSORED BY THE TRINIDAD AND TOBAGO FILM COMPANY)

- Best student in Film Production Level I
- Best Student in Film Studies Level I
- Horace Ové Best Overall Level I Film Student
- Film Production Level II
- Best All Round Production
- Best Student in Film Studies Level II
- Euzhan Palcy Best Overall Level II Film Student
- Best Student in Film Studies Level III
- Tomás Gutiérrez Alez Best Overall Year III Film Student
- Best Film Production Level III
- Film Production Level II
- Film with Greatest Impact

FRENCH

- Prize for Level I French Language
- Prize for Level I French Literature
- Prize for Level II French Language
- Prize for Level II French Literature
- Prize for Level III French Language
- Prize for level III French Literature

HISTORY

- Prize for African Civilisation
- Eric Williams Prize for Capitalism and Slavery
- Eric Williams Prize in Imperialism
- The José Martí Prize for Monroe to Castro
- Prize for Topics in the History of Trinidad & Tobago
- Prize for Society and Business History in Trinidad and Tobago
- Gandhi Prize for South Asian History
- Nehru Prize for South Asian Civilisation
- Prize for African History
- Prize for African Diaspora
- Prize for History of the United States of America
- Prize for Most Outstanding Year I History Student

- Prize for Most Outstanding Year II History Student
- Neville Hall Prize for most Outstanding Final Year History Student
- Prize for Most Outstanding Archaeology Student

LINGUISTICS

- Level I Linguistics
- The John Jacob Thomas Prize for French-Lexicon Creole (Patois)
- Department of Modern Languages & Linguistics Prize for Applied Linguistics
- Level II Theoretical Linguistics Prize
- Level III Theoretical Linguistics Prize
- Department of Modern Languages & Linguistics Prize for Linguistics Research
- The Douglas Taylor Prize for Caribbean Linguistics
- The John Reinecke Memorial Prize for the Most Outstanding Final Year Linguistics Student

LITERATURES IN ENGLISH

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

PORTUGUESE

- The Machado de Assis Prize for the Best Level 1 Portuguese Language Student (Sponsor: Embassy of the Federative Republic of Brazil)
- The Clarice Lispector Prize for the Best Level 2 Portuguese Language Student (Sponsor: Embassy of the Federative Republic of Brazil)
- The João Guimarães Rosa Prize for the Best Level 3 Portuguese Language Student (Sponsor: Embassy of the Federative Republic of Brazil)

SPANISH

- Venezuelan Embassy Prize for Spanish Level I
- Venezuelan Embassy Prize for Spanish Level II
- Venezuelan Embassy Prize for Spanish Level III
- Embassy of Spain at Port of Spain Prize for Hispanic Literature (Peninsular)
- Culture and Society in Latin America Prize
- Embassy for Argentina Prize for Spanish American Literature

CENTRE FOR LANGUAGE LEARNING

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

COLIN AND PEARL KIRTON PRIZE

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

THE DOUGLAS HALL CROSS-CAMPUS PRIZE

For the best mark in HIST 2005 across the three campuses.

HUGH SPRINGER PRIZE

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

THE KEMLIN LAURENCE PRIZE

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

UNIVERSITY / FOUNDATION COURSES

Staff Listing

ACADEMIC STAFF

Ali, Tyrone

Teach. Dip., Cert Ed, BEd, BA Eng. (UWI), PG Cert In Teaching
Shakespeare, MPhil (UWI)
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Courses
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Marquis, Trudy Ann

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Gomez, Dex

Banner SAS, Caribbean Civilisation, Caribbean Studies Project
Secretary
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Shakeer, Safiyyah

Clerical Assistant (English Language Foundation Courses)
Tel: Ext. 83651

Raymond, Cadia

Clerical Assistant (English Language Foundation Courses)
Tel: Ext. 83651

Foundation English Language Office

Tel: Ext. 83651, 83665

Caribbean Civilisation and Caribbean Studies Office
Faculty Office, Ground Floor, School of Humanities
Tel: Ext. 83040

Course Listing

Bachelor of Arts Programmes

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

Foundation Courses

Course Code	Course Title	Credits
FOUN 1001	English for Academic Purposes	3
FOUN 1101	Caribbean Civilisation	3
FOUN 1102	Academic Writing for Different Disciplines	3
HUMN 3099	Caribbean Studies Project	6
FDMU 0005	Preparatory Academic Writing (Certificate)	0

Course Descriptions

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

FOUNDATION COURSES

SEMESTER:

COURSE CODE:

COURSE TITLE: ENGLISH LANGUAGE PROFICIENCY TEST

There is an English Language Proficiency Test (ELPT) held three times during the academic year in August, October and February for students intending to read English Language Foundation courses.

PRE-REQUISITES: STUDENTS WITH THE FOLLOWING QUALIFICATIONS ARE EXEMPTED FROM THE ELPT:

- CAPE Communication Studies Grade I or II
- General Paper, Grade A or B
- CSEC (CXC)/ BGCSE General Proficiency, English Language Grade 1 (General Proficiency)
- GCE English Language, Distinction (Grade A or I or II)
- TOEFL (Paper Test Score 580+ Minimum writing score 22)
- An undergraduate degree from an English speaking University
- UWIDEC/Open Campus Language and Communication (Grade B and above)
- FDMU 0005 Preparatory Academic Writing

COURSE FEE: A COMPULSORY FEE OF TT\$200.00 MUST BE PAID BY ALL ELPT CANDIDATES

COURSE DESCRIPTION: The purpose of the ELPT is to determine whether students have attained the level of proficiency in written English required for entry into the Level I English Language courses. Students who do not demonstrate the required proficiency may do a remedial course for which a separate fee must be paid.

REMEDIAL COURSES

A six-week ELPT Preparatory Workshop is held before each sitting of the ELPT. Candidates are strongly encouraged to register for the workshop, the cost of which is (TT)\$900.00 inclusive of all course materials.

SEMESTER: I

COURSE CODE: FDMU 0005

COURSE TITLE: PREPARATORY ACADEMIC WRITING

PRE-REQUISITE: CSEC CXC ENGLISH LANGUAGE GRADE I, II, OR III (GENERAL PROFICIENCY)

COURSE DESCRIPTION: Preparatory Academic Writing focuses on the development of essay writing skills and the mechanics of language. It is specially geared towards Certificate in Music students of the Department of Creative and Festival Arts. Students are exposed to ways of organizing information, critical thinking skills and the accurate documentation of researched information.

ASSESSMENT:

Coursework 50% Examination 50%

Students must pass the final examination and have an overall mark of 40 or more, inclusive of coursework, in order to qualify for an overall pass in the course.

LEVEL I COMPULSORY COURSES

FOUN 1001	English for Academic Purposes - Semesters I, II AND III
FOUN 1102	Academic Writing for Different Disciplines - Semester II AND III

Pre-requisites for entry into FOUN 1001 and FOUN 1102 are any one of the following:

- CAPE Communication Studies Grade I or II
- General Paper, Grade A or B
- CSEC (CXC) English Language Grade 1 (General Proficiency)
- GCE English Language, Distinction (Grade A or I or II)
- A Pass in the English Language Proficiency Test
- TOEFL (Paper Test Score 580+ or Minimum writing score 22)
- UWIDEC/Open Campus Language and Communication (Grade B and above)
- FDMU 0005 Preparatory Academic Writing

ATTENDANCE REGULATION

A student in any of the Foundation Courses in English Language who misses two out of any six class hours will be warned, and after two warnings any further absence without prior permission or an acceptable medical certificate can result in automatic exclusion from the examination.

LEVEL: I

SEMESTER: I AND III

COURSE CODE: FOUN 1001

COURSE TITLE: ENGLISH FOR ACADEMIC PURPOSES

NUMBER OF CREDITS: 3

PRE-REQUISITES:

- CAPE Communication Studies Grade I or II
- General Paper, Grade A or B
- CSEC (CXC) English Language Grade 1 (General Proficiency)
- GCE English Language, Distinction (Grade A or I or II)
- A Pass in the English Language Proficiency Test
- TOEFL (Paper Test Score 580+ or Minimum writing score 22)
- UWIDEC/Open Campus Language and Communication (Grade B and above)
- FDMU 0005 Preparatory Academic Writing

COURSE DESCRIPTION: English for Academic Purposes is a Year I course that examines specific strategies for expository writing necessary at the tertiary level. Students are exposed to multiple ways of organising material using selected expository techniques. A high premium is placed on utilising Standard English grammatical patterns pertinent to formal exposition. Developing research skills and the accurate documentation of sources are also emphasised. The course is specially designed to facilitate the transfer of skills to faculty courses read by undergraduate university students and paves the way for sound postgraduate academic writing. There will be 36 contact hours. Plenary and tutorial classroom activity will be supplemented by myeLearning technologies and a course book which provides self-directed instruction.

Content includes the following:

- Language in the Caribbean
- The Formal Essay
- Exposition
- Methods of Organising Information

Students must pass the final examination and have an overall mark of 40 or more, inclusive of coursework, in order to qualify for an overall pass in the course.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: I

SEMESTER: I, II AND III

COURSE CODE: FOUN 1102

COURSE TITLE: ACADEMIC WRITING FOR DIFFERENT DISCIPLINES

NUMBER OF CREDITS: 3

PRE-REQUISITES:

- CSEC (CXC) English Language Grade 1 (General Proficiency)
- GCE/ BGCSE English Language: Distinction (Grade A or I or II)
- General Paper Grade A or B
- A Pass in the English Language Proficiency Test
- CAPE Communication Studies Grade I or II
- TOEFL (Paper Test Score 580+ or (Minimum writing score 22)
- UWIDEC/Open Campus Language and Communication (Grade B and above)
- FDMU 0005 Preparatory Academic Writing

COURSE DESCRIPTION: The aim of this course is to develop students' writing skills in areas related to their academic disciplines. There will be 36 contact hours. Plenary and tutorial classroom activity will be supplemented by myeLearning technologies and a coursebook which provides self-directed instruction.

OPTIONS

Option A

- Writing about Literature (Compulsory for Literatures in English Majors and English Language and Literature with Education Majors)

Content:

- Critical Reading
- Writing the Critical Analysis

Option B

- Argument and Report Writing (Compulsory for Faculty of Law students. May be taken by any Humanities student except Literatures in English Majors or an English Language and Literature with Education Majors)

Content:

- Report Writing
- Logical Argument

Option C

- Scientific and Technical Writing (compulsory for Faculty of Science & Technology and Faculty of Food and Agriculture students)

Content:

- Technical Description
- Expository Writing for Scientific and Technical Purposes

ASSESSMENT:

Coursework	50%	Final examination	50%
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Students must pass both the coursework and final examination in order to qualify for an overall pass in the course.

LEVEL: I

SEMESTER: II

COURSE CODE: FOUN

COURSE TITLE: ACADEMIC ENGLISH FOR RESEARCH

PURPOSES NUMBER OF CREDITS: 3

PRE-REQUISITES:

CAPE Communication Studies: Grade 1 or 2

COURSE DESCRIPTION:

Academic English for Research Purposes is designed to provide first year students with the fundamental skills that undergird successful research at the undergraduate level. The areas of emphasis include the different types of reading necessary in research, the academic language necessary to write up research findings and the critical evaluation of academic research. Within this course, students will be asked to identify a problem area within their specific discipline and work through the various stages of conducting research to investigate it. Teaching will consist of lectures, discussions and web-enabled blended learning. Critical reviews of research articles, generating research questions and an individual research paper will form assessment strategies within the course.

ASSESSMENT:

Coursework	50%	Final examination	50%
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Students must pass both the coursework and final examination in order to qualify for an overall pass in the course.

LEVEL: I

SEMESTER: II

COURSE CODE: FOUN

COURSE TITLE: WRITING IN THE VISUAL, PERFORMING AND CARNIVAL ARTS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

- CXC English Language (General Proficiency): Grade 1
- CAPE Communication Studies: Grade 1 or 2
- GCE English Language: Distinction (Grade A or 1 or 2)
- General Paper: Grade A or B
- TOEFL (Electronic Writing Score of 22+)
- UWIDEC/Open Campus – Language Skills and Communication: Grade B or above
- A Pass in the English Language Proficiency Test (ELPT)
- A Pass in FDMU 0005 Preparatory Academic Writing

COURSE DESCRIPTION:

This course introduces students to critically-needed language and analytical skills and written competencies in the disciplines associated with visual, performing and carnival arts and is highly recommended for students of film studies. The emphasis will be placed on how to read dimensions of creative and festival arts and film studies insightfully and how to write critical analyses competently. *Writing in the Visual, Performing and Carnival Arts* is intended to guide students in developing strategies for logical analysis, critique, reflection and interpretation as well as to produce formal writing as they plan, research, draft and revise critical essays.

ASSESSMENT:

Coursework	50%	Final examination	50%
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Students must pass both the coursework and final examination in order to qualify for an overall pass in the course.

LEVEL: I

SEMESTER: I

(NOT FOR HUMANITIES STUDENTS)

COURSE CODE: FOUN 1101

COURSE TITLE: CARIBBEAN CIVILISATION

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION:

1. To develop an awareness of the main process of cultural development in Caribbean societies, highlighting the factors, the problematics and the creative output that have fed the emergence of Caribbean identities.
2. To develop a perception of the Caribbean as wider than island nations or linguistic blocs.
3. To stimulate students' interest in, and commitment to Caribbean civilisation and to further their self-definition.

ASSESSMENT:

Coursework	40%	Final Examination	60%
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LEVEL: II

SEMESTER: II

COURSE CODE: FOUN 1210

COURSE TITLE: SCIENCE, MEDICINE AND TECHNOLOGY IN SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course is offered in the distance mode. There are no lectures. However, there will be scheduled tutorials and a reading manual will be provided for the course. The evaluation of the course is by final examination only, consisting of three (3) questions to be answered in two (2) hours. Two questions will be of the essay type and one will be structured.

LEVEL: II

SEMESTER: I AND II

COURSE CODE: FOUN 1301

COURSE TITLE: LAW, GOVERNANCE, ECONOMY AND SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course is delivered through the medium of print. The print package comprises a student manual, a study guide and a reader. In addition to the print material there are teleconferencing and/or tutorials. The course introduces students to some of the major institutions in Caribbean society. It exposes the student to both the historical and contemporary aspects of Caribbean society, including Caribbean legal, political and economic systems. In addition, Caribbean culture and Caribbean social problems are discussed. Assessment is based solely on a final examination at the end of the semester. It consists of twelve essay-type questions, of which students are required to write on three. All questions carry equal marks. The examination is divided into four sections corresponding to the four subject areas in the course. Students are not allowed to do more than one question in any one section.

LEVEL: III

SEMESTER: II

COURSE CODE: HUMN 3099

COURSE TITLE: CARIBBEAN STUDIES PROJECT

NUMBER OF CREDITS:

PRE-REQUISITES:

COURSE DESCRIPTION:

1. In the final year of their degree programme, undergraduates reading for the BA are required to investigate some topic relating to the Caribbean, and to report the results in the form of a paper, except where permission has been given to substitute a Faculty Course or Courses for Caribbean Studies.
2. In order to qualify for exemption from the Caribbean Studies requirement the student must satisfy the Faculty that the alternate course will contain a significant Caribbean content and an adequate research component. In this connection the Faculty shall maintain an up-to-date list of approved courses to

which the Dean shall refer in determining each application.

3. Students electing to do a course in place of HUMN 3099 must select such course(s) when registering in the Third Year. Retroactive credit will not be given for any course(s) as a replacement for HUMN 3099.
4. Students straddling Years II and III and wishing to read a substitute course for HUMN 3099 - Caribbean Studies might be permitted to do so provided that the substitute course is included in the Year III programme.
5. The topic, which must be substantially different from the Faculty Coursework undertaken by the student, must normally be chosen from one of the student's major areas of study and must be approved by the Moderator of Caribbean Studies. In all cases, approval will only be given when the topic is feasible and a Supervisor has been identified.
6. An outline plan indicating the scope and organisation of the proposed study together with a bibliography or list of source materials, should normally be submitted when seeking this approval.
7. Topics approved by the Moderator shall be registered by the last day of Semester II in the year preceding the final year but changes of the title will be permitted up to the end of the registration week of the ensuing Semester I.
8. The paper shall be between 5,000 and 8,000 words excluding bibliography, and must be of a quality appropriate to the work of an undergraduate in the final year of the degree course.
9. The paper shall be submitted to the Faculty Office, by the published deadline.
10. Candidates who do not submit a paper by the deadline in 9 above shall be deemed to have failed, and shall re-register for HUMN 3099 at the next sitting.
11. In cases where all regulations governing Final Year Supplemental Examination have been met (i.e. that the candidate has only these 6 credits left to complete the degree and has obtained at least 35% in HUMN 3099) candidates who, having duly submitted, do not pass at the first attempt and wish to graduate without losing time may re-submit not later than the last Friday before the beginning of the next academic year.
12. Candidates are allowed to repeat HUMN 3099 so long as they have not exhausted the maximum time permitted to complete the degree. Such repeat Studies must be handed in by the first Tuesday in April. Any change in topic must be approved by and registered with the Moderator.
13. Deferral of HUMN 3099:
The following students are required to register their Caribbean Study as "deferred":
 - (a) Full-time students who are allowed to take more than

36 but not more than 42 credits in their final year to complete the degree.

- (b) Final year students who, as a result of having failed one or more courses in Semester I, need to gain 21 credits in Semester II to complete the degree or similarly, Part-time students needing more than 15 credits in Semester II.
- (c) Part-time students who are given permission to register for over 24 credits in their Final Year in keeping with the provisions of Faculty Regulation 9 (d).

If such students have successfully completed all other requirements for the degree by the end of the Semester II examinations, they will be permitted to submit their Study before the beginning of the next academic year. Such students must register their topic with the Moderator by May 31.

- 14. Summer School Registration:
Students who need only HUMN 3099 to complete their degree or who will be registering in the Summer School for all remaining credits needed to complete their degree will be allowed to register for HUMN 3099 in the Summer School. Topics must be registered with the moderator and the study must be submitted on the appointed day by 4:30 p.m. The specific dates for registration of topic and submission will be supplied on the onset of each academic year. Approval shall be subject to identification of an available Supervisor.
- 15. All studies shall be marked as received. However, after marking, a study may be returned for correction of minor editorial/stylistic errors, for purposes of lodgement in the Library but not for remarking.

Students are advised that they must consult with their Supervisor on a regular basis or risk failure in the course.
- 16. Two Faculty book prizes may be awarded on each campus each year for the best studies.
- 17. The following courses are substitute courses for HUMN 3099. Please note that the relevant Pre-requisites must be met:
 - (i) CANV 3499 - Festival Project
 - (ii) COMS 3099 - Language and Communication Seminar
 - (iii) LITS 3501 - Advanced Seminar in West Indian Literature A and LITS 3502 - Advanced Seminar in West Indian Literature B
 - (iv) LING 3099 - Special Project in Linguistics
 - (v) FILM 3199 - The Impact of Film on Caribbean Culture and Perception

Note: Candidates, who, at the beginning of an academic year, need only Caribbean Studies to complete the degree, are reminded that they are required to register for the one remaining course and to submit the study at the normal time.

OFFICE OF THE DEAN

Certificates

Certificate in Journalism (NOT OFFERED 2013/2014)

PROGRAMME DESCRIPTION

The Certificate in Journalism programme provides students with opportunities to develop the basic knowledge and the technical and cognitive skills needed to support effective journalistic practice, and their effective, ongoing professional development. Students will also develop a clear understanding of their responsibilities within democratic societies. They will value professional practices that are ethical, and that will contribute to the credibility of practitioners in their field.

PROGRAMME OBJECTIVES

This programme is intended to:

- promote the initial and ongoing professional development of media practitioners;
- develop basic skills and knowledge needed for effective journalistic practice;
- prepare new entrants into the field of journalism to function effectively, both independently and in institutional contexts;
- prepare experienced journalists to function more effectively in twenty first century media environments; and
- improve the practice of journalism in Trinidad and Tobago, and, ultimately, across the wider Caribbean.

PROGRAMME STRUCTURE

Students enrolled in this programme must study ten courses, including nine compulsory courses and one elective.

Degree Programmes - Majors, Specials / Double Majors

School of Humanities students must, on entry, declare a Major/Special/Double Major/Programme. Double Majors are available in Humanities disciplines and across Faculties. Students must fulfil all the requirements for a Major in both disciplines (as well as the general requirements for graduation set by the Faculty).

BA Programme in Film

First year courses (as follows) are common to all film students. Only a limited number of places will be available in 2nd and 3rd year Film Production courses other than FILM 2299, The Making of a Documentary.

FIRST YEAR COURSES

COURSE LISTING

LEVEL I

Course Code	Course Title	Credits
FILM 1001	Introduction to Cinema	3
FILM 1102	Introduction to the History of Narrative Cinema and its Structural Composition	3
FILM 1299	Production Tools (year-long)	6
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines (Opt A or B)	3

PLUS 12 additional Level I credits (of which a maximum of 9 credits could be from out of Faculty)

Major in Film Studies

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

COURSE LISTING

LEVEL I

See First Year Courses for Film students.

LEVEL II

Course Code	Course Title	Credits
FILM 2402	Documentary Cinema: History and Aesthetics	3
FILM 2002	Caribbean and Latin American Film I	3
OR		
FILM 2000	Caribbean Film	3

FOUN 1310	Law, Governance, Economy and Society	3
FOUN 1210	Science, Medicine and Technology in Society	3

PLUS 18 additional Level II credits (of which a maximum of 9 credits could be from out of Faculty)

LEVEL III

Course Code	Course Title	Credits
FILM 3101	Indian Cinema	3

OR

FILM 3104	Cinemas of Africa	3
FILM 3099	Advanced Research Seminar – Caribbean Research	6

OR

FILM 3199	The Impact of Film on Caribbean Culture and Perception (year-long)	6
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PLUS 3 additional courses (3 credits each) in Film Studies

PLUS 12 additional Level II/III credits (of which a maximum of 3 courses could be from out of Faculty)

Special in Film Studies

(54 CREDITS IN FILM STUDIES)

The Special in Film Studies include the courses listed in the Film Studies Major PLUS 18 credits from the following Film courses:

Course Code	Course Title	Credits
FILM 1002	Film, Literature and Drama	3
FILM 2001	Early and Silent Cinema and the Rise of Nation	3
FILM 2101	Cinema and Gender	3
FILM 2102	Ideas of Authorship	3
FILM 2299	The Making of a Documentary	6
FILM 3001	Sound and Visual Dynamics	3
FILM 3002	Caribbean and Latin American Cinema II	3
FILM 3102	Emergent Cinemas	3
FILM 3103	Representations and Televisions	3

Major in Film Production

The Major in Film Production is offered by the Faculty of Humanities and Education as an interdisciplinary programme designed to teach potential filmmakers the technical skills of production at the very highest level and to ensure that these filmmakers understand the theoretical and aesthetic principles of film. The programme is designed to ensure that this balance between theory and practice is maintained. It is also designed to teach high-level analytical and critical skills so that future filmmakers may assess their own work and the work of other filmmakers.

The Major in Film Production shall consist of a minimum of 45 credits in Film. Students taking the Major in Film Production are required to offer a compulsory three-credit course, VART 2324 or FILM 2401, and must also take an

additional six credits from film production courses. They must also make a film (Capstone) or Video (VART 3399 - Film and Video 3) at Level III as a replacement for HUMN 3099.

COURSE LISTING

LEVEL I

See First Year Courses for Film students.

LEVEL II

Course Code	Course Title	Credits
FILM 2002	Caribbean and Latin American Film I	3

OR

FILM 2000	Caribbean Film	3
FILM 2299	Production II – The Making of a Documentary (year-long)	6
FILM 2402	Documentary Cinema: History and Aesthetics	3
FILM 2201	Directing	3
FILM 2202	Production Sound for Film & Digital Media	3
FILM 2301	Cinematography	3
FILM 2302	Editing	3
VART 2324	Film and Video II	3

OR

FILM 2401	Screenwriting	3
FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1310	Law, Governance, Economy and Society	3

LEVEL III

Course Code	Course Title	Credits
FILM 3299	Capstone – Making a Film (year-long)	

OR

VART 3399	Film and Video III (year-long)	6
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Special in Film Production

(54 CREDITS IN FILM)

Students registered for the Special in Film Production must complete a minimum of 45 credits from the Film Programme to include all compulsory components of the Film Production Major plus 9 additional credits in Film courses.

Major in Geography

A Major in Geography would require successful completion of 12 credits at level I and a total of 30 credits at the advanced level consisting of 18 credits of core courses and 12 credits of elective courses. Elective courses are subject to pre-requisites and can be taken from Level II/III. The structure of the programme is as follows:

LEVEL I

Course Code	Course Title	Credits
GEOG 1231	Earth Environments 1: Geomorphology & Solis	3
GEOG 1131	Human Geography 1: Population, Migration and Settlement	3

GEOG 1232	Earth Environments 2: Climate and Biosphere	3
GEOG 1132	Human Geography 2: World Economy, Agriculture and Food	3

PLUS

FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines (Option A or B)	3

PLUS at least 9 more credits in Humanities and Education

PLUS at least 3 more credits

LEVEL II

Course Code	Course Title	Credits
GEOG 2101	Geographical Information Systems	3
GEOG 2103	Geomorphology	3
GEOG 2106	Introduction to Urban Geography	3

PLUS

FOUN 1301	Law, Governance, Economy and Society	3
FOUN 1210	Science, Medicine and Technology in Society	3

PLUS at least 6 more credits in Humanities and Education

PLUS at least 9 more credits

LEVEL III

Course Code	Course Title	Credits
GEOG 3102	Caribbean Geographies	3
GEOG 3104	Natural Hazards	3
GEOG 3107	Remote Sensing and GIS	3
HUMN 3099	Caribbean Studies Project	6

PLUS 4 Level II/III Geography Electives* (12 credits) **AND** at least 3 more credits in Humanities and Education

*Geography ELECTIVES can be taken from among the following courses:

Course Code	Course Title	Credits
GEOG 2102	Geographies of Equality and Social Justice	3
GEOG 2104	Geographies of Food	3
GEOG 2105	Geographies and Discourses of Development	3
GEOG 2107	Geopolitics and Political Geography	3
GEOG 3101	Research Project	6
GEOG 3102	Geography Research Methods	3
GEOG 3103	Environmental Modelling with GIS	3
GEOG 3105	Meteorology and Climatology	3
GEOG 3106	Quaternary	3
GEOG 3108	Geographies of Migration and Settlement	3
AGSL 3010	Geophysical and Environmental Soil Sensing	4

Major in Mathematics

LEVEL I

Course Code	Course Title	Credits
MATH 1140	Basic Introductory Mathematics	6
MATH 1150	Functions of Real Variables	6
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing For Different Disciplines	3

PLUS 9 additional credits from Humanities and Education (i.e. 3 courses)

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

LEVEL II

Course Code	Course Title	Credits
MATH 2100	Abstract Algebra	4
MATH 2110	Linear Algebra	4
MATH 2120	Analysis and Mathematical Methods I	4
MATH 2160	Analysis and Mathematical Methods II	4
FOUN 1210	Science, Medicine & Technology in Society	3
FOUN 1301	Law, Governance, Economy and Society	3

LEVEL III

Course Code	Course Title	Credits
HUMN 3099	Caribbean Studies Project	6

At least 16 credits chosen from Level II/III Mathematics courses (at least 8 of these 16 credits must be from Level III Mathematics courses). At least 6 more credits in Humanities and Education over Semesters I and II.

Minors

Students are required to declare any minor(s) being pursued by the first Semester of their final year. Students will at the end of the degree programme be certified as attaining a minor in a particular discipline where they have satisfied the requirements for that minor.

Minor in Film Studies

[18 CREDITS]

FILM 1001 Introduction to Cinema and FILM 1102 An Introduction to the History of Narrative Cinema and its Structural Composition are Level I Pre-requisites for this Minor.

REQUIRED COURSES

Course Code	Course Title	Credits
FILM 2002	Caribbean and Latin American Film I	3
OR		
FILM 2000	Caribbean Cinema	3
FILM 2402	Documentary Cinema: History and Aesthetics	3
FILM 3101	Indian Cinema	3
OR		
FILM 3104	Cinemas of Africa	3
PLUS One (1) other course from the following Film Studies courses:		
Course Code	Course Title	Credits
FILM 1002	Film, Literature and Drama	3
FILM 2001	Early & Silent Cinema and the Rise of Nation	3
FILM 2101	Cinema and Gender	3
FILM 2102	Ideas of Authorship	3
FILM 3001	Sound and Visual Dynamics	3
FILM 3102	Emergent Cinemas	3
FILM 3103	Representations & Televisions	3

Course Listing - Certificate Programme

Journalism

Course Code	Course Title	Credits
JOUR 0300	Fundamentals of Journalism	3
JOUR 0301	Media in Caribbean Society	3
JOUR 0302	Reporting the News: Telling the Story	3
JOUR 0303	Interviewing as Art, Science and Culture	3
JOUR 0304	Law and Ethics for Journalists	3
JOUR 0305	Telling the Story II	4
JOUR 0306	Introduction to Investigative Reporting	3
JOUR 0307	Project in Investigative Reporting	3
JOUR 0308	Presenting the Story	2
JOUR 0309	Journalism and Business	3
JOUR 0310	Introduction to New Media Technologies	3

Course Listing - Bachelor of Arts Programmes

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

Film

Course Code	Course Title	Credits
FILM 1001	Introduction to Cinema	3
FILM 1002	Film Literature and Drama	3
FILM 1101	Introduction to Photography	3
FILM 1102	Introduction to the History of Narrative Cinema and its Structural Composition	3
FILM 1299	Production Tools	6
FILM 2001	Early and Silent Cinema and the Rise of Nation	3
FILM 2002	Caribbean and Latin American Film I	3
FILM 2101	Cinema and Gender	3
FILM 2102	Ideas of Authorship	3
FILM 2201	Directing	3
FILM 2202	Production Sound for Film	3
FILM 2299	The Making of a Documentary: Film Editing and Production	6
FILM 2301	Cinematography	3
FILM 2302	Editing	3
FILM 2401	Screenwriting	3
FILM 2402	Documentary Cinema: History & Aesthetics	3

FILM 3001	Sound and Visual	3
FILM 3002	Caribbean and Latin American Cinema II	3
FILM 3099	Advanced Research Seminar	6
FILM 3101	Indian Cinema	3
FILM 3102	Emergent Cinemas	3
FILM 3103	Representation and Television	3
FILM 3104	Cinemas of Africa	3
FILM 3199	The Impact of Film on Caribbean Culture and Perception	6
FILM 3201	Film Marketing and Distribution	3
FILM 3202	The Film Producer	3
FILM 3299	Capstone – Making a Film	6

Mathematics

Course Code	Course Title	Credits
MATH 0100	Pre-calculus	3
MATH 0110	Calculus and Analytical Geometry	3
MATH1142	Calculus I	3
MATH 1152	Sets and Number Systems	3
MATH 1141	Introductory Linear Algebra & Analytical Geometry	3
MATH 1151	Calculus II	3
MATH 1160	Introductory Applied Mathematics I	6
MATH 1170	Introductory Applied Mathematics II	6
MATH 2100	Abstract Algebra	4
MATH 2110	Linear Algebra	4
MATH 2120	Analysis and Mathematical Methods I	4
MATH 2160	Analysis and Mathematical Methods II	4
MATH 2170	Introduction to Combinatorics	4
MATH 2180	Introduction to Optimisation	4
MATH 2140	Introduction to Probability	4
MATH 2150	Introduction to Statistics	4
MATH 3250	Fluid Dynamics I	4
MATH 3260	Fluid Dynamics II	4
MATH 3290	Combinatorics	4
MATH 3400	Graph Theory	4
MATH 3410	Combinatorics and Computing	4
MATH 3420	Special Topics in Graph Theory	4
MATH 3430	Advanced Algebra I (Theory)	4
MATH 3440	Advanced Algebra II (Applications)	4
MATH 3450	Statistical Theory I	4
MATH 3460	Statistical Theory II	4
MATH 36C	Complex Analysis	4

Course Descriptions

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

Journalism Certificate Courses (Not Offered 2013/2014)

SEMESTER I

(COMPULSORY)

COURSE CODE: JOUR 0300

COURSE TITLE: FUNDAMENTALS OF JOURNALISM

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Aspiring journalists must be aware of the distinguishing features of journalism as a field of practice. This course introduces students to basic concepts and principles that govern the practice of journalism. The course is intended to help journalists to understand fundamental principles that should guide their practice. It is also intended that they will begin to develop a sense of professional identity as they become aware of critical norms, conventions and values that inform the practice of expert practitioners.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- explain what the practice of journalism entails;
- identify categories of media content that constitute 'news';
- make projections about different audiences' needs and expectations;
- describe different roles and functions that journalists perform in modern society;
- make rational appraisals of the principles and values that inform journalists' professional choices;
- behave in a principled way when they assume the roles and responsibilities of journalists; and
- make informed choices governing their initial professional development as journalists.

COURSE CONTENT

Philosophies of journalism: Core values of journalistic practice for old and new media:

- Professional identities of journalists
- Relationships between journalists and their audiences
- The nature of 'news'
- Social functions served by journalism
- Roles and responsibilities of journalists in democratic societies

ASSESSMENT

This course will be assessed solely through coursework (100%).

Students will be required to submit a **portfolio**, the entries of which will reflect their level of attainment of the knowledge, skills and values which the course seeks to develop. The specific types of entries which will demonstrate whether

students have met the criteria identified in the learning outcomes will be determined primarily by the course lecturer.

Assessment activities will require students to produce analytical and reflective texts, as well as other artifacts in different media, demonstrating their comprehension of course content and their ability to apply such content in defining their own roles and exploring possibilities for improving their practice.

(COMPULSORY)

COURSE CODE: JOUR 0301

COURSE TITLE: MEDIA IN CARIBBEAN SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course explores the characteristics of media and journalism in Caribbean societies. Special emphasis is placed on the history and culture of the Caribbean as it informs the practice of journalism. Students will begin to conceptualise journalism as a practice of representation, signification and accountability in special relation to Caribbean socio-cultural and political contexts. The course is intended to develop students' understanding of the interdependence of media and Caribbean society.

COURSE OBJECTIVES

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

- outline important features of Caribbean society
- present an overview of defining features of Caribbean media;
- assess the impact of historical, economic and social processes on Caribbean media;
- identify critical economic, political and socio-cultural issues facing Caribbean societies;
- use relevant historical, political, economic and socio-cultural frameworks to interpret information;
- assess the importance of the news media in defining the public agenda; and
- assess the importance of the social and cultural context in defining the news agenda, as well as journalists' roles and responsibilities.

COURSE CONTENT

The course will address the following topics of study:

- Defining Caribbean media
- The history of the news media in the Caribbean
- The role of the news media in the new information landscape
- Defining public interest in developing the news agenda
- Media and the creation of Caribbean social identities (issues of class, ethnicity, gender, etc.)
- Interactions between media and other social institutions – economy, religion, politics, etc.
- The role of the media in promoting good governance
- The local and the global: How technology shapes the news
- Caribbean news media in the global context
- The role of the news media in transmitting values and defining agendas

ASSESSMENT

Assessment of students' coursework

50%

Examination 50%
Assessment in this course will seek to determine students' knowledge and understanding of concepts and issues encountered in the course, and their ability to discuss and apply those concepts as they analyse the treatment of different social and cultural issues in the mass media.

Coursework Assignments

Essay –	30%
Case study analysis –	20%
Examination	
Essays (30 marks)	

Examination:

The examination will require students to write **two** essay-type responses to issues raised in the course, and to demonstrate through their responses their ability to correctly identify and use relevant information and concepts in analysing important issues. **(15 marks each)**

Multiple Choice Questions (20 marks)

Students will answer **20** multiple choice questions, testing their knowledge and understanding of important concepts and institutions. **(20 marks)**

(COMPULSORY)

COURSE CODE: JOUR 0302

COURSE TITLE: REPORTING THE NEWS: TELLING THE STORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The fundamental responsibility of the journalist, in whichever medium or combination of media he or she operates, is to be able to tell a story. This course introduces students to the concept of news-as-story. Students will learn the fundamentals of news writing and reporting. They will also learn how to identify potential stories,, as well as to investigate, analyse and report on situations and issues arising in all areas of daily life. Students will also explore the challenges of telling the story through different media (TV, radio, print, on-line). This course is intended to prepare students to conceptualise news reporting as a storytelling activity.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- report on current events;
- judge the newsworthiness of events and issues;
- evaluate the relevance of subjects and angles for different audiences;
- check the accuracy, reliability and completeness of the information they provide;
- locate and manage sources and information effectively;
- tell a news story effectively; and
- adapt their writing styles and strategies to satisfy the expectations of different media and audiences.

COURSE CONTENT

The course addresses the following topics:

- Principles of effective story telling
- Finding story ideas
- Identifying and assessing sources
- Researching the story: Techniques and technologies
- Deciding on a focus/Creating a frame

- Criteria for evaluating information: Accuracy, balance, thoroughness, etc.
- Basic story structures
- Understanding the audience
- Principles of good writing: Identifying and responding to an audience's needs and expectations
- Narrative and descriptive techniques for making stories come alive

ASSESSMENT

Assessment of this course will be by **coursework** only (100%)
Assessment is intended to elicit evidence about students' ability to:

- locate, and establish working relationships with, useful sources;
- write stories that are objective and accurate, and that use language effectively;
- select appropriate organizational structures for different writing contexts; and
- identify, research and write news stories for different audiences and media.

Assignments

A factual news report on the objectivity or subjectivity of news coverage of an identified event	(10%).
A personal directory of sources	(10%).
Adaptations of a news story for different media	(60%)
Editing a story	(20%).

(COMPULSORY)

COURSE CODE: JOUR 0304

COURSE TITLE: LAW AND ETHICS FOR JOURNALISTS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Journalists are often required to make choices that have serious ethical and legal implications. This course introduces students to legal and ethical challenges facing contemporary journalists. Students will be introduced to laws and codes governing the practice of journalism in the Caribbean and internationally, and their application in specific contexts of practice. Through the study of identified cases, and reflection on their own experiences with the news media, they will also explore ethical issues and dilemmas that arise as journalists practise their profession, and will be given the opportunity to formulate possible responses.

The course is intended to make students aware of how important legal and ethical issues that must be addressed as they practise their profession, have the power to affect journalists' own credibility and professional standing, as well as the credibility of the organisations within which they work.

COURSE OBJECTIVES

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

- describe the interplay between ethics and law in the practice of journalism;
- describe the legal rights and responsibilities of journalists in their country;
- identify important legal constraints to journalistic practice in their country and in the wider Caribbean;
- explain the consequences of ignoring those constraints;

- point out ethical issues that journalists may have to address in identified work-related situations;
- explain the assumptions and perspectives that inform their audience's response to their treatment of ethical and legal issues;
- assess the validity of their own assumptions, and their perspectives on issues and events they may encounter as practicing journalists;
- present arguments to support their stand on the issue of self-regulation of the press; and
- make rational, and legally and ethically defensible, professional choices.

COURSE CONTENT:

The course will include the following content areas:

- Concepts and skills related to journalism and the law:
 - Codes and statutes governing the practice of journalism in Caribbean countries
 - Laws governing defamation of character, libel, slander, intellectual property, right to privacy and contempt of court
 - Cyberlaw – legal issues governing the Internet
 - The history of self-regulation of the Caribbean press
- Ethics in journalism:
 - Principles of ethical journalistic practice – the nature of truth; allegiance to the public interest; objectivity and avoidance of bias, etc.
 - Conflict of interest
 - Misrepresentation of the news through textual, digital or photo manipulation
 - Fair reporting
 - The rights of the individual
 - Children
 - Privacy issues
 - Use of, and responsibility to, sources
- Critical thinking skills:
 - Recognizing ethical dilemmas
 - Identifying multiple perspectives on events and issues
 - Questioning assumptions
 - Detecting bias and discrimination

ASSESSMENT

Assessment in this course will be based solely on coursework [100%].

Assignments:

1. **Essay** – 2000 words (40%)
2. **Case Study Analysis** – 40% Students will analyse 2 examples of ethical dilemmas that face journalists in the practice of their profession, and will propose ways of responding to those dilemmas. Each response will be worth 20 marks.
3. **Oral Presentations** – 20% Topics and issues that are relevant to the course content will be assigned for discussion, and students will research the topics and make oral presentations.

SEMESTER II (COMPULSORY)

COURSE CODE: JOUR 0303

COURSE TITLE: INTERVIEWING AS ART, SCIENCE AND CULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: In order to obtain necessary information and understand the situations in which the news is located, the journalist must be able to conduct effective interviews. This course introduces students to basic concepts and principles of effective interviewing, as well as strategies for conducting effective interviews. Students will be given the opportunity to critique, conduct, and receive feedback on, interviews for a range of purposes and contexts. This course is intended to develop the knowledge, as well as the social and technical skills that journalists must draw on in order to conduct effective interviews.

COURSE OBJECTIVES

On completion of the course, participants will be able to:

- make appropriate and adequate preparations for conducting different types of interviews;
- use audio recorders and camcorders;
- establish, manage and maintain effective relationships with interviewees;
- structure interviews logically;
- use different types of questions and questioning techniques to elicit information from interviewees;
- adapt their interviewing styles for different contexts;
- use information gained to develop news stories;
- behave ethically in interacting with informants and using their responses;
- make appropriate selections from among interviewees' responses to support the effective development of a story; and
- observe conventions governing attribution.

COURSE CONTENT

The course will address the following topics:

- Functions served by different types of interviews
- Demands imposed by different interview contexts (face-to-face, telephone, online, after traumatic events, etc.)
- Setting up and researching the interview
- Selecting and using appropriate technology
- Effective note taking – summary skills; recognizing critical ideas
- Interview structures – different types of questions; sequencing and pacing of questions
- Establishing rapport with interviewees within and across cultures
- Listening skills
- Interpreting non-verbal responses
- Closing off the interview
- Strategies for summarizing and paraphrasing information
- Selecting quotations and sound bites
- Observing ethical boundaries

ASSESSMENT

Coursework 100%

This course utilizes performance assessment strategies that will seek to elicit students' understanding of the concepts, and their command of the skills taught in the course, as well as their ability to apply them in a range of authentic interviewing contexts.

Assignments

Students will be required to produce a portfolio, which will include sample interviews, news stories for different media based on the interviews, and relevant notes.

(COMPULSORY)

COURSE CODE: JOUR 0305

COURSE TITLE: TELLING THE STORY II

NUMBER OF CREDITS: 4

PRE-REQUISITES: JOUR 0302 (REPORTING THE NEWS: TELLING THE STORY); JOUR 0304 (LAW AND ETHICS FOR JOURNALISTS)

COURSE DESCRIPTION: This course builds on the fundamentals of Reporting the News: Telling the Story. It provides campus-based and work-site opportunities for students to develop and enhance their writing and reporting abilities. It exposes students to a broad range of reporting contexts, and provides practical experience of specialized areas of reporting such as business and court reporting, feature writing, and covering a beat. The course is intended to broaden students' understanding of the scope of a journalist's responsibilities, and to prepare students to carry out those responsibilities in real-world contexts.

COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

- work, under supervision and, report the news, either alone or in teams;
- fulfill responsibilities commonly assigned to new entrants into the field within newsroom environments;
- identify challenges and opportunities of working within newsroom environments;
- report on identified types of events and domains of practice (business, justice, etc.)
- gather, evaluate and synthesise information swiftly and efficiently;
- work towards deadlines;
- cultivate and manage sources; and
- produce and edit stories for different media.

COURSE CONTENT

The course is structured around the following topics:

Covering a beat:

Related tasks and challenges

Identifying stories:

- Responding to the public agenda
- Going beyond the press release

Working as a team:

- Exploring different roles and skills of a production team

Covering public institutions:

- Functions and operations of identified public institutions

Business and financial reporting:

- The terminology of business and finance
- The Trinidad and Tobago economy: An overview

- Negotiating the business landscape
- A. **Shaping stories for television and radio:**
- Revisiting approaches to story structure
 - Marrying form and content
 - Effective use of language and style
- B. **Filling out the story:**
- Conveying meaning while presenting the facts
- C. **Sourcing the story:**
- Cultivating and managing sources
 - Evaluating the credibility of sources
 - Protecting sources
 - Risk avoidance
- D. **Covering events:**
- Challenges of covering different types of events
- E. **Working in newsroom environments:**
- Functioning as reporters and editors
 - Challenges of working in newsroom environments
 - Social dynamics of newsrooms

ASSESSMENT

Coursework 100%

Assessment Methods

The course emphasizes performance assessment of learning, and for learning. Each student will be required to report actual news events both for class assignments, and in an authentic professional setting. Students will also apply skills and knowledge acquired during the course to produce and critique news stories that develop in specific institutional contexts, and that are communicated using different media and genres.

(COMPULSORY)

COURSE CODE: JOUR 0306

COURSE TITLE: INTRODUCTION TO INVESTIGATIVE REPORTING

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is intended to develop critical research, writing and interviewing skills that are used in investigative journalism. The course introduces students to the practice of investigative reporting. Students will learn how investigative reporting has helped to effect social and political change in different countries. They will also learn to identify situations or issues which warrant in-depth investigation, and to research and report on issues, using various sources and formats. The course will introduce students to strategies and techniques used in investigative journalism.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- explain the nature and functions of investigative reporting;
- describe the role played by investigative journalism in democratic society;
- outline the rights and responsibilities of investigative reporters;
- assess the appropriateness of events and issues for in-depth investigation;
- identify different kinds of information needed for a report;

- choose appropriate strategies and tools for researching topics;
- assess the potential impact of identified factors on the accuracy and reliability of information gained;
- evaluate the accuracy and reliability of information obtained;
- prepare a pitch for an investigative project;
- plan investigations of identified topics and issues; and
- critique and edit investigative reports.

COURSE CONTENT

The course addresses the following topics:

- The nature and functions of investigative reporting
- Identifying issues for investigation
- Tools and methods of investigative reporting
- In-depth analysis and evaluation of information
- Communicating different kinds of information
- Pitching the story
- Legal and ethical issues in investigative journalism
- Planning the investigation
- Structuring the investigative report
- Evaluating the quality of investigative reports

ASSESSMENT

Coursework 100%

Assessment of this course will be by coursework only.

Assessment will seek to elicit evidence of students' ability to choose appropriate topics for investigation, to plan investigations and use identified tools for research, and to assess investigative reports produced for different media.

(COMPULSORY)

COURSE CODE: JOUR 0308

COURSE TITLE: PRESENTING THE NEWS

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Journalists must always seek to project themselves and their work as credible and professional. This course introduces students to basic principles of effective presentation for different media. The course is intended to prepare students to present news reports in a professional manner, according to agreed upon conventions that are appropriate for different contexts.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- use oral, written and non-verbal means to communicate effectively when they report the news;
- select appropriate styles and registers for different contexts;
- observe important conventions governing spelling, grammar, usage and punctuation; and
- practise principles of effective oral communication

COURSE CONTENT

The course comprises three modules:

Effective Presentation of Written Reports

- Choosing an appropriate register
- Elements of a formal reporting style
- Conventions – punctuation, spelling, grammar

Speaking Well:

- Principles of effective oral communication
- Voice and diction

- Speaking to the camera

Non-Verbal Dimensions:

- Effective body language

Dressing appropriately for different contexts

ASSESSMENT

Assessment of this course will be by coursework only (100%)

Students will be assessed on their ability to:

- describe and comply with different conventions governing appropriate speaking, writing and behaviour in different contexts;
- compose elements of written news reports that adhere to rules governing grammar, spelling and punctuation; and
- speak effectively on air.

Assignments:

1. A formal written news report that observes conventions of grammar, punctuation and spelling (35%)
2. Presentation of a television commentary on an identified issue. The commentary should be 1 minute and 20 secs. long (35%)
3. An 800-word column for a local newspaper, giving the writer's opinion on a situation in which journalists were not allowed to take part in a tour of an identified project because they were not appropriately dressed. (30%)

MID YEAR (MAY-JULY)

(COMPULSORY)

COURSE CODE: JOUR 0307

COURSE TITLE: PROJECT IN INVESTIGATIVE REPORTING

NUMBER OF CREDITS: 3

PRE-REQUISITES: JOUR 0306: INTRODUCTION TO INVESTIGATIVE REPORTING

COURSE DESCRIPTION: This course is intended to further develop students' skills in planning and implementing investigations. The project in investigative reporting is a combination of a campus-based and a field-based supervised project which must be undertaken by students. Using the skills and knowledge gained in other courses, students will plan, implement and evaluate projects in investigative reporting. Students will also be given the opportunity to develop the problem-solving skills associated with implementing a long-term project.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- use a range of tools and methods of investigative reporting;
- plan and implement the investigation of an identified issue;
- manage their resources effectively and efficiently; and
- produce an investigative report on a specified topic, using a range of media.

COURSE CONTENT

The course addresses the following topics:

- Research tools and methods – simple statistical analysis; interviews
- Managing sources
- Conducting investigations into specialized domains of practice
- Producing reports for multiple media
- Editing the report

ASSESSMENT

Assessment of this course will be by coursework only (100%)

Assignment:

- Prepare a proposal and plan for an investigative project (30%)
- Implement the investigation (40%)
- Produce a 2-part report, of a length to be specified by the course lecturer, for either a newspaper or an online environment, using different media to communicate the story (30%)

(ELECTIVE)

COURSE CODE: JOUR 0309

COURSE TITLE: JOURNALISM AND BUSINESS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course provides students with an overview of trends in the media industry, and their implications for journalism. It examines the role of technology, analyses journalism's economic structures, and explores their impact on journalistic practice. By examining corporate, public and alternative media formations, the course provides students with opportunities to analyse intersections of power and wealth in societies and economies increasingly centered on the profitable exploitation of culture and information. The course also surveys business trends and journalistic enterprises that are facilitated by new technologies. The course is intended to prepare students to conceptualise journalism as a business, and to understand how this will impact on their experiences in media organizations.

COURSE OBJECTIVES

At the end of the course, participants will be able to:

- describe market conditions and trends affecting Caribbean media organizations;
- assess the effect of new technologies on the media industry, globally and in the Caribbean;
- explain the impact of market considerations on journalists' professional practice;
- describe the effect of organizational cultures and processes on media organizations; and
- identify challenges and opportunities facing media entrepreneurs in the Caribbean today.

COURSE CONTENT

The course addresses the following topics:

- Journalism as business
- Media within Caribbean economies
- Communication as system
- The impact of new technologies
- The importance of brands and branding
- The free market and media ownership
- The role of commercial advertising in shaping contemporary journalistic practice
- Organization of ownership of state media and private media in contemporary Caribbean societies
- The media practitioner as entrepreneur

ASSESSMENT:

Course Work	60%	Examination	40%
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Coursework

Three coursework assignments are intended to elicit students' understanding of course content, and their ability to apply relevant concepts and skills to address related issues that now affect the media industry.

Examination

The examination will include:

- a case study analysis, which will allow students to respond to issues raised by the case. (20%)
- structured short-answer questions that elicit evidence of students' knowledge and understanding of critical concepts encountered in the course (20%)

(ELECTIVE)

COURSE CODE: JOUR 0310

COURSE TITLE: INTRODUCTION TO NEW MEDIA TECHNOLOGIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: News reporters are increasingly being asked to use a range of technologies when they go to cover stories, or to conceptualise their stories as being designed for new media. This course introduces students with limited experience of the new media to strategies for designing, developing and producing media programmes, using critical computer and audio-visual tools. The course is meant to provide students with opportunities to develop knowledge and skills entailed in using a range of hardware and software that are essential for effective journalistic practice.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- use a range of technologies to produce news stories;
- select appropriate technologies for different contexts and purposes;
- conceptualise stories as multimedia packages; and
- produce stories as multimedia packages

COURSE CONTENT

- Characteristic features of new media technologies
- Writing for the web
- Features and functions of audio and video equipment
- Using audio and video equipment
- Making news reporting graphics
- Creating blogs and podcasts
- Producing audio and visual slide shows
- Web page design

ASSESSMENT:

Course Work	100%
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Assessment will be conducted solely by course work.

Assessment is intended to elicit evidence of:

- students' skill in using different technologies to produce and promote a story (35%)
- students' ability to select appropriate technologies to enhance the story (15%)
- students' ability to conceptualise a story in terms of how different media will come together to make the story come alive for their readers (25%)
- students' knowledge of principles of good web page design (25%)

Assignments

Students will be required to design a web page for posting a story produced by them that includes the following elements:

1. A blog for the evolving story
2. A discussion board, on which they will manage discussion of the story
3. The story, with associated audio and visual content

Film Programme Courses

(All Film Studies courses are open to all students with the relevant pre-requisites. Film Production courses are open only to Film Majors)

Note: * History, Theory, Aesthetics courses
** Production courses

LEVEL I

SEMESTER: I

(**COMPULSORY**)

COURSE CODE: FILM 1001*

COURSE TITLE: INTRODUCTION TO CINEMA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course introduces students to film as an art form and in so doing provides the theoretical and philosophical basis for the study of film at undergraduate level. It is designed to provide students with an understanding of film art as a product of society and as a mechanism for change.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL I

SEMESTER: II

COURSE CODE: FILM 1002*

COURSE TITLE: FILM, LITERATURE AND DRAMA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Film has been influenced by literature and drama and has in turn had a profound influence and impact on the form and content of literature and world drama. Film adaptations also pose difficult problems for writers and directors. This course explores the nature of film form in the first instance. It examines the differences between literature, stage drama and film. It proceeds to an exploration of the exigencies of narrative structure and the particularities of narrative time and cinema time.

ASSESSMENT:

Coursework	40%
Class project	20%
Final Examination	40%

LEVEL I

SEMESTER: I AND II

COURSE CODE: FILM 1101

COURSE TITLE: INTRODUCTION TO PHOTOGRAPHY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The Introduction to Photography course explores a highly technical, multi functional artistic medium. It will help students develop a historical, conceptual, aesthetic and technical foundation to this visual communication tool. The course covers traditional 35mm and digital photography. Students will be introduced to basic production techniques and computer photo editing skills. They will learn the basic rules of photography: how to hold the camera, f-stops, shutter speeds, basic exposure, lenses, films, storage devices, resolution, depth of field, digital and optical zooms, composition, lighting and flash photography.

ASSESSMENT:

A portfolio 100% illustrating student development and achievement throughout the courses. The photographs will be judged based on technical and formal considerations, the choice of subject matter and the success or failure in communicating an idea.

LEVEL I

SEMESTER: II

(**COMPULSORY**)

COURSE CODE: FILM 1102

COURSE TITLE: INTRODUCTION TO THE HISTORY OF NARRATIVE CINEMA AND ITS STRUCTURAL COMPOSITION*

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This introduces students to the history of narrative cinema, providing basic principles of structural composition in narrative cinema and the dynamic relationship between sight and sound. This knowledge will form the basis upon which students may interrogate narrative films.

ASSESSMENT:

Two Assignments	60%	Examination	40%
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LEVEL I

SEMESTER: I AND II (YEAR-LONG)

(COMPULSORY)

COURSE CODE: FILM 1299**

COURSE TITLE: PRODUCTION TOOLS

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is an introduction to the roles, tools, organisation, and processes used in the production of a video. The students will be exposed to many different aesthetic and storytelling problems and solutions as an introduction to the many aspects of filmmaking. The class will move in sync through each phase of pre-production, production and postproduction by writing the script, preparing the director's, producer's and cinematographer's notebooks, shooting and editing at the same time. The course will also introduce scheduling and budgeting software and production planning forms in addition to Final Cut Pro editing software.

ASSESSMENT:

Coursework 5 projects 100%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: FILM 2001*

COURSE TITLE: EARLY AND SILENT CINEMA AND THE RISE OF NATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001

COURSE DESCRIPTION: This course foregrounds the debates about realism and fantasy, Soviet cinema and its relationship to communist state and socialist realism. It looks specifically at the relationship between German Expressionism and German Society and Hollywood ideologies. As a point of entry into European modernism it will look at the importance of cinema in the shaping of European nationalisms.

ASSESSMENT:

Coursework: 60% Examination 40%

LEVEL II

SEMESTER: II

(COMPULSORY)

COURSE CODE: FILM 2002*

COURSE TITLE: CARIBBEAN AND LATIN AMERICAN FILM I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to ensure that students have a sound knowledge of the film products of the Caribbean and Latin America. It will engage students in debates about the context of film production within the Caribbean and Latin America and will generate discussions about the political, ideological and social implications of filmmaking in these regions.

ASSESSMENT:

Coursework: 60% Examination 40%

LEVEL II

SEMESTER: II

COURSE CODE: FILM 2101*

COURSE TITLE: CINEMA AND GENDER

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The focus of the course is the development of the gendered 'gaze'. While the films analysed in this course will be drawn from international cinema, the course will pay particular attention to the portrayal of masculinity and femininity in popular international films on the Caribbean as well as screen those made in the Caribbean by Caribbean filmmakers. Cinema in this course also incorporates the media of television. This course has two main components. The first component will explore the construction of gender in cinema. The second interrelated component examines the complex and contradictory ways in which commercial films negotiate important questions contemporary feminism has raised about gender roles, sexual difference and sexual identities.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL II

SEMESTER: I

COURSE CODE: FILM 2102*

COURSE TITLE: IDEAS OF AUTHORSHIP

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001

COURSE DESCRIPTION: The purpose of this course is to provide potential filmmakers and critics with an understanding of the controversial role played by film directors. It will look at the idea of the auteur and concomitant questions arising from this such as the relationship between film, society and revolution. The course will then explore issues such as the privileging of the spectator by the director; the relationship of spectator to film; film's relationship to reality as well as the idea that film creates reality.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL II

SEMESTER: II

(COMPULSORY FOR FILM PRODUCTION MAJORS)

COURSE CODE: FILM 2201**

COURSE TITLE: DIRECTING

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001, FILM 1299

COURSE DESCRIPTION: This course teaches the skills necessary for directing a film. The director is the person who pulls together all the technical and creative elements of a film. The director has to translate the script to the visual medium of film and understand narrative logic. The director has to be able to work closely with the cinematographer in achieving the desired look, selecting appropriate camera positions and movements. The director will be required to block the scenes and direct cast and crew.

ASSESSMENT:

3 directing projects 100%

LEVEL II

SEMESTER: I

(COMPULSORY FOR FILM PRODUCTION MAJORS)

COURSE CODE: FILM 2202**

COURSE TITLE: PRODUCTION SOUND FOR FILM AND DIGITAL MEDIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001, FILM 1299

COURSE DESCRIPTION: Sound is a key element in the production of a film or television programme. This course details the relative and technical aspects of production sound recording. It includes an understanding of signal flow and other basic audio concepts, recording and mixing equipment. Students will also receive an introduction to field and studio recording and post-production editing and mixing with Pro Tools. The students will be exposed to lectures and discussion and "hands-on" labs in all aspects of sound production.

ASSESSMENT:

4 audio assignments 100%

LEVEL II

SEMESTER: I AND II (YEAR LONG)

(COMPULSORY FOR FILM PRODUCTION MAJORS)

COURSE CODE: FILM 2299**

COURSE TITLE: THE MAKING OF A DOCUMENTARY: FILM EDITING AND NUMBER OF CREDITS: 6

PRE-REQUISITES: FILM 1001, FILM 1299

COURSE DESCRIPTION: In the Caribbean the documentary format is the most popular format especially with the emergence of video as a low cost production medium. In the Caribbean documentaries play an important role in providing information about social issues and in helping to preserve one's cultural identity. The documentary exercises will cover pre-production, production and postproduction exercises to prepare the students for the production of a documentary that focuses on local issues. Students will be encouraged to produce projects for community groups, heritage organisations and non-profit agencies. Emphasis is placed on 'real-world' problem solving and the development of creative communication skills. Students will work in teams and will plan, organise, staff, budget, produce and edit the documentary project. Work includes story development, research and casting, planning and distribution, interviewing, field research and the study of archival sources. The production teams will shoot sequences, conduct on-camera interviews and deal with continuity and post-production issues.

A key component will be that of the ethics of making a documentary.

ASSESSMENT:

Documentary exercises 40%
Documentary project 60%

LEVEL II

SEMESTER: I

(COMPULSORY FOR FILM PRODUCTION MAJORS)

COURSE CODE: FILM 2301**

COURSE TITLE: CINEMATOGRAPHY

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001, FILM 1299

COURSE DESCRIPTION: Cinematography is a key element in the production of a film or television programme. The course will provide knowledge of the fundamental principles of contemporary motion picture cinematography, related and support equipment, film stocks, lab procedures and terminology. It will include lighting techniques and the use of different lenses.

ASSESSMENT:

3 film projects 100%

LEVEL: II

SEMESTER: II

(COMPULSORY FOR FILM PRODUCTION MAJORS)

COURSE CODE: FILM 2302**

COURSE TITLE: EDITING

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001, FILM 1299

COURSE DESCRIPTION: Through lectures, demonstrations and practical postproduction assignments this course exposes students to a full range of editing technologies and techniques. It covers film editing from traditional methods to state-of-the-art digital non-linear systems. Topics include terminology and technologies of editing; basic editing skills; and the editor's role, augmented by hands-on experience. It covers the entire editorial process, examining from the editorial perspective, successful and problematic elements in feature films and documentaries. Students will receive instruction on Final Cut Pro editing software. The course will include both offline and online methods and technology and cover the editor's choices and responsibilities. Upon completion, students should be able to use editing equipment and basic editing skills.

ASSESSMENT:

3 projects 100%

LEVEL: II

SEMESTER: II

(NOT OFFERED 2013/2014)

(COMPULSORY FOR FILM PRODUCTION MAJORS)

COURSE CODE: VART 2324**

COURSE TITLE: FILM AND VIDEO II (FILM AND TV WRITING)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE FOR FILM STUDENTS

COURSE DESCRIPTION: This is an introduction to the basics of Film and Video production. It teaches the construction of storyboards, technical concepts and the composition of the Production handbook.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL: II

SEMESTER: II

COURSE CODE: FILM 2401

COURSE TITLE: SCREENWRITING

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course focuses on the effective writing of the short original screenplay with coherent dialogue, exposition and structure, developed from an understanding of terms like back story, suspense, set ups, pay offs, dramatic through-line and "stops".

ASSESSMENT:

Coursework 100%

LEVEL: II

SEMESTER: I

COURSE CODE: FILM 2402

COURSE TITLE: DOCUMENTARY CINEMA: HISTORY AND AESTHETICS

(COMPULSORY FOR FILM MAJORS)

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: Documentary is one of the most pervasive forms of film and media production, yet many who produce it and who study cinema don't have a detailed understanding of the unique characteristics and aesthetic potential of this mode of production. This course will provide such critical understanding as well as a survey of the history of documentary film-making, concentrating on works which show radical, innovative and influential approaches to form and content. Given the importance of documentary films and filmmaking to Caribbean film history and the Caribbean film industry, this course also performs a vital function in terms of localizing the Film Production and Film Studies BA degrees.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: I

COURSE CODE: FILM 3001*

COURSE TITLE: SOUND AND VISUAL DYNAMICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001

COURSE DESCRIPTION: The relationship between sound and image is fundamental to our understanding of cinema, and yet how closely do we ever examine what we hear in relation to what we see? This relationship has been much discussed throughout film history. Traditionally the leaders of cinema have been both theorists and artists and have foregrounded the importance of critical thought and post production analysis. This course is designed to work in tandem with Production Level 3 and will provide the means to more sophisticated critical thinking and analytical processes while reinforcing elements of art.

ASSESSMENT:

Coursework: 60% Examination 40%

LEVEL III

SEMESTER: I

COURSE CODE: FILM 3002*

COURSE TITLE: CARIBBEAN AND LATIN AMERICAN CINEMA II

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 2002 OR FILM 2000

COURSE DESCRIPTION: This is a follow on course from Caribbean and Latin American Film I and focuses on specific areas such as Magical Realism as an evolving genre in Latin America. It analyses the work of pioneering filmmakers as well as experimental filmmakers in the Caribbean and Latin America. Its project is to be analytical. This analysis includes new areas of study such as music and mythologies in filmmaking.

ASSESSMENT:

Group project work	30%
Course work (5000 word long essay)	70%

LEVEL III

SEMESTER: I AND II (YEAR LONG)

COURSE CODE: FILM 3099* (Substitute course for HUMN 3099)

COURSE TITLE: ADVANCED RESEARCH SEMINAR

NUMBER OF CREDITS: 6

PRE-REQUISITES: FILM 1001, FILM 1102, FILM 1299

COURSE DESCRIPTION: Research is the basis of learning and experimentation. This course builds on the skills in analysis gained from level one and level two courses. It is intended to act as a stepping-stone to postgraduate work in film studies. The course is designed to enable students to explore the archives of Caribbean cinema in an analytical and critical way and to interact at an advanced level with Caribbean filmmaking. It will therefore guide scholars in the collation of archival material in the area of film. It will encourage students to record the working processes and the creative thinking behind filmmaking; interviewing of film directors, actors and set designers will be keyed into the content. This course should actively create resources for the future. Students will be guided in their individual research into specific aspects of Caribbean filmmaking.

ASSESSMENT:

Work in process	20%
Discussions and presentations	20%
Dissertation	60%

5000 word essay which may be lessened by the inclusion of photomontage or video documenting aspects of research.

LEVEL III

SEMESTER II

COURSE CODE: FILM 3101*

(COMPULSORY FOR FILM STUDIES MAJORS)

COURSE TITLE: INDIAN CINEMA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course looks at the development of postcolonial cinemas in general and then look specifically at the evolution of filmmaking in India. It explores the themes, forms, content and art of this cinema tradition in particular in its difference from both European and Hollywood cinemas as well as its dependencies.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: FILM 3102*

COURSE TITLE: EMERGENT CINEMAS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to look at particular contemporary national cinemas, in particular African Cinema, and to provide a global view of the way in which world cinema is emerging. Its project is to position particular traditions within the context of their social, political and ideological contexts and to analyse key films in terms of film form and language and the relation of that form and language to philosophical ideas.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: FILM 3103*

COURSE TITLE: REPRESENTATIONS AND TELEVISION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course seeks to ensure that filmmakers understand the ethics and the responsibilities of filmmaking. It analyses key programmes in terms of such elements as: content, ideology, representations of race, representations of women, representations of creed, and representations of culture. It will introduce students to their rights as filmmakers. It will also be pragmatic in its approach to matters such as contracts and agreements and licenses as well as copyright.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: III

SEMESTER: I

COURSE CODE: FILM 3104

(COMPULSORY FOR FILM STUDIES MAJORS)

COURSE TITLE: CINEMAS OF AFRICA

NUMBER OF CREDITS: 3

PREREQUISITES: SUCCESSFUL COMPLETION OF AT LEAST ONE CORE COURSE IN THE FACULTY OF HUMANITIES AND EDUCATION

COURSE DESCRIPTION: Filmmaking has been going on in Africa for over one hundred years, yet many students of the medium know little about it. Given the importance of African culture to the Caribbean, this course will seek to provide students with a thorough understanding of the films that have emerged from different areas of continent, focusing especially on cinema after political independence came to the continent in the 1950s and 1960s. Critically, the course will not conceive of Africa as a monolithic entity - instead it will draw attention to regionally, nationally and ideologically specific trends and issues manifest across the continent. This course is intended to help to make both the BA in Film Production and Film Studies degrees more global, in terms of exposing students to filmic traditions beyond those of Hollywood, in particular acquainting students with aspects of African cinematic art and culture.

ASSESSMENT:

Coursework 100%

LEVEL: III

SEMESTER: I AND II

(NOT OFFERED 2013/2014)

COURSE CODE: FILM 3199* (Substitute course for HUMN 3099)

COURSE TITLE: THE IMPACT OF FILM ON CARIBBEAN CULTURE AND PERCEPTION

NUMBER OF CREDITS: 6

PRE-REQUISITES: FILM 1001, FILM 1102, FILM 1299

COURSE DESCRIPTION: This will involve a series of lectures/seminars, which will direct students to key areas of research into Caribbean cinema and Caribbean culture. Its focus is interdisciplinary and the course will build on the skills and knowledge base acquired in Film, Literature and Drama (Level 1). One area of study will be the impact of film on Caribbean writing. In this, students will look at literary texts to explore the ways in which the film sense has shaped form and image in literary production. Parallel to this will be an examination of the interrelationships between film art and painting, architecture, music. The course will also begin the process of looking at film's contribution to philosophy in the light of Gilles Deleuze's two works on cinema. This will form the basis for postgraduate work.

ASSESSMENT:

Group Work:	40%
Individual projects:	20%
Examination:	40%

LEVEL III

SEMESTER: II

COURSE CODE: FILM 3201**

COURSE TITLE: FILM MARKETING AND DISTRIBUTION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course introduces students to the background and practices of film marketing and distribution. This is a critical issue for filmmakers from the developing world who may have the creative and technical skills but are unable to raise money for their projects or receive revenue for their films without an effective marketing and distribution strategy. It will provide an analysis of why films succeed why they may and fail regardless of their inherent quality. Students will be introduced to successful film marketing strategies that will help them to design their own film marketing campaigns. The course will include the marketing and distribution of films by the Hollywood studios, Bollywood, independent film companies and independent filmmakers. It will also focus on the role of new media, especially the Internet.

ASSESSMENT:

Coursework: 100%

LEVEL III

SEMESTER: I

COURSE CODE: FILM 3202**

COURSE TITLE: THE FILM PRODUCER

NUMBER OF CREDITS: 3

PRE-REQUISITES: FILM 1001

COURSE DESCRIPTION: This course focuses on the various definitions of production and identifies and develops the skills that all producers need for completing a project successfully. Students will be put into production teams and given a short script. They will come up with the concept for the production, hire a creative team, put together a business plan, budget, and breakdown and schedule the shoot.

ASSESSMENT:

A producer's journal/portfolio with production schedule, production budget and business plan	80%
Pitch session (oral presentation)	20%

LEVEL III

SEMESTER: I AND II (YEAR LONG)

**(REQUIRED FOR FILM PRODUCTION MAJORS IF NOT
TAKING VART 3399- FILM AND VIDEO 3)**

COURSE CODE: FILM 3299**

COURSE TITLE: CAPSTONE – MAKING A FILM

NUMBER OF CREDITS: 6

PRE-REQUISITES: FILM 1001, FILM 1102, FILM 1299

COURSE DESCRIPTION: This yearlong course will involve the production of a strong, well-constructed, compelling film with a unique voice and style. The film can be narrative-dramatic, animation or experimental in nature. The students will work in teams and will be expected to participate in a minimum of two projects. Students will work in a variety of roles: producer, director, writer, editor, sound operator and cinematographer. One project role will be a major role and the other a minor role. Students may be asked to take on two minor roles if their major role is a short term one such as cinematography. The lecturer must approve all roles and projects. The students will work under close supervision of the lecturer and be expected to make class presentations and provide a journal of their activities.

ASSESSMENT:

Major role on film project	60%
Major role on production	30%
Journal	10%

LEVEL III

SEMESTER: I AND II

**(REQUIRED FOR FILM PRODUCTION MAJORS IF NOT
TAKING CAPSTONE)**

COURSE CODE: VART 3399**

COURSE TITLE: FILM AND VIDEO III

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: To give students practical experience in making experimental non-narrative as well as narrative films.

ASSESSMENT:

Major role on film project	60%
Minor role in film project	30%
Journal	10%

Geography Courses

LEVEL: I

SEMESTER 1

COURSE CODE: GEOG 1131

**COURSE TITLE: HUMAN GEOGRAPHY 1: POPULATION,
MIGRATION & SETTLEMENT**

NUMBER OF CREDITS: 3

PREREQUISITES: CAPE (UNITS 1 & 2) OR EQUIVALENT

COURSE DESCRIPTION: This course introduces modern approaches to the study of Population Geography. It examines the human and physical factors determining population distribution and dynamics, theories of population change including Malthusian and neo-Malthusian ideas and the demographic transition theory. It explains the sources of, and problems associated with population statistics, how to measure fertility, mortality and migration and population projection techniques. It also discusses family planning and population control efforts around the world, the status of women and its crucial role in population dynamics, major causes of death around the world including AIDS, the role of migration in population dynamics, culture, population and the environment. The course also introduces historical and contemporary perspectives on urbanization both in the industrialized world and the developing world and reviews theories on the geographical distribution of human settlement.

ASSESSMENT:

Coursework = 40%

Final exam (60%)

LEVEL: I

SEMESTER 1

COURSE CODE: GEOG 1132

**COURSE TITLE: HUMAN GEOGRAPHY 2: WORLD
ECONOMY, AGRICULTURE & FOOD**

NUMBER OF CREDITS: 3

PREREQUISITES: CAPE (UNITS 1 & 2) OR EQUIVALENT

COURSE DESCRIPTION: The course introduces modern approaches to Economic Geography. It examines economic development and globalization as key elements in understanding the economic interdependence of countries in the modern world. It introduces basic theories, concepts, methods and techniques for describing, measuring and analyzing patterns of economic and social development. It explains the factors that have contributed to uneven patterns of economic development, including natural resource endowments and the processes of industrialization, technological change and globalization. The study of the economic geography of agriculture and the food industry illustrates many issues arising from the process and outcomes of economic development and globalization. These include the role of agribusiness in food production and food consumption and the impacts of traditional and modern agricultural production systems on the environment. The course explores the geographical dimensions of world hunger and malnutrition in relation to the structure of the world economy and world agriculture, and considers prospects for future agricultural development.

ASSESSMENT:

Coursework = 40

Final exam (60%)

LEVEL: I

SEMESTER 1

COURSE CODE: GEOG 1231

COURSE TITLE: EARTH ENVIRONMENTS 1:

GEOMORPHOLOGY & SOILS

NUMBER OF CREDITS: 3

PREREQUISITES: CAPE (UNITS 1 & 2) OR EQUIVALENT

COURSE DESCRIPTION: The course introduces modern approaches to an introduction to geomorphology and soil science. It examines the main geomorphic processes in the context of endogenic and exogenic systems from a global perspective. The first part of the course is an examination and description of endogenic systems and processes. It examines the internal structure of the Earth and explains the geographic patterns of global relief of the solid surface in the context of plate tectonics. The relationship between global tectonics and the patterns and styles of volcanic activity is discussed. The passive control of rock type and geological structure is described in relation to landscape form and process. The second part of the course examines and describes the main exogenic systems and processes. The geographical patterns and types of weathering are discussed and the products of the physical disintegration and chemical decomposition of rocks are examined. The course introduces aspects of soil science from a geographical perspective through an examination of the main soil forming factors, and analysis of soil physical; and chemical processes. Key soil types are described and the several approaches to the classification of soils are examined. Exogenic systems in relation to the main geomorphic agents of water, wind and ice are introduced in the context of fluvial, slope, aeolian, karst, coastal, glacial and periglacial systems. The course provides a solid framework for students to advance to Level II and III courses in geomorphology and landform change.

ASSESSMENT:

Coursework = 40% Final examination = 60%

LEVEL: I

SEMESTER 1

COURSE CODE: GEOG 1232

COURSE TITLE: EARTH ENVIRONMENTS 2: CLIMATE AND THE BIOSPHERE

NUMBER OF CREDITS: 3

PREREQUISITES: CAPE (Units 1 & 2) OR equivalent

COURSE DESCRIPTION: This course adopts a modern holistic approach to the study of the earth system. It introduces climate science and examines the processes operating within the atmosphere and biosphere including general circulation of the atmosphere, ocean-atmosphere interactions and global climate systems. It places particular emphasis on the impacts and consequences of human-environment interactions. Students will gain an understanding of the spatial and temporal variability of these processes on local, regional and global scales. The course will examine the primary causes, both natural and human, and consequences of climate change and the impact of a changing climate for communities both within and outside the Caribbean Region. Particular emphasis is placed on the impacts of climate change on the biosphere as well as their

implications for agricultural systems. The course also introduces the study of biogeography, focusing on the geographical features of biodiversity at different geographical scales and reviews ideas about ecosystem processes and vegetation disturbance and succession.

ASSESSMENT:

Coursework = 40

Final examination = 60%

LEVEL: II

SEMESTER 1

COURSE CODE: GEOG 2101

COURSE TITLE: GEOGRAPHICAL INFORMATION SYSTEMS

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131, GEOG 1132, GEOG 1231 AND GEOG 1232 OR GEOG 1900 AND GEOG 1901 OR HOD

PERMISSION

COURSE DESCRIPTION: The course introduces students to the theory and general principles of GIS, and to practical skills and hands-on experience in its use. It teaches the fundamental concepts and basic functions of a GIS, the properties of GIS maps, and the structure of a GIS database. It introduces coordinate systems and map projections, and methods of performing simple vector and raster spatial analysis. In the lab exercises, students will work with ESRI ArcGIS software to visualize geographic data, create maps, query a GIS database, perform spatial analysis using common analysis tools, and solve geographic problems using a systematic approach.

ASSESSMENT:

Coursework = 40%

Final examination = 60%

LEVEL: II

SEMESTER 1

COURSE CODE: GEOG 2102

COURSE TITLE: GEOGRAPHY RESEARCH METHODS

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131, GEOG 1132, GEOG 1231 AND GEOG 1232 OR GEOG 1900 AND GEOG 1901 OR HOD

PERMISSION

COURSE DESCRIPTION: The course aims to provide some basic knowledge of key aspects of the history and philosophy of geographical enquiry, and to provide the theoretical and practical skills required to develop and conduct a research project in geography. These aims are achieved through providing training in the application of geographical research methods and techniques, data collection, data and statistical analysis, and the technical presentation of results. The course includes how to define a research topic, how to identify relevant literature, how to prepare a research proposal, and how to present data. Practical classes and assignments will equip students with the skills to conduct qualitative and quantitative research. By the end of the course, students should be familiar with the main conceptual and organizational issues that they will face in conducting research projects.

ASSESSMENT:

Coursework = 40%

Final examination = 60%

LEVEL: II

SEMESTER 1

COURSE CODE: GEOG 2103

COURSE TITLE: GEOMORPHOLOGY

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1232 OR GEOG 1900 AND GEOG 1901 OR HOD PERMISSION

COURSE DESCRIPTION: The course builds on the first year physical geography courses and examines modern approaches to the analysis and interpretation of geomorphic processes and landforms. It examines the main geomorphic processes and provides an in-depth examination of geomorphology in tropical settings. The first part of the course is an examination of sedimentary dynamics and their variation in time and space. In depth analysis of weathering, mass movement, fluvial, aeolian and coastal processes follows, with an emphasis on these processes in the tropical realm. Detailed consideration is given to the relationship between surface materials and landforms, and the measurement of features in the field and from remote sensed sources. There is a strong practical component. You are expected to be proficient at techniques studied in year 1, such as the use of Google Earth.

ASSESSMENT:

Coursework = 40%

Final examination = 60%

LEVEL: II

SEMESTER 1

COURSE CODE: GEOG 2104

COURSE TITLE: GEOGRAPHIES OF FOOD

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131 AND GEOG 1132 OR: GEOG 1901 OR HOD PERMISSION

COURSE DESCRIPTION: An understanding of the political economic, socio-cultural and environmental factors that influence the pathways of food is essential for economic geographers, perhaps especially for those interested in the Caribbean and other plantation-based societies. The course aims to provide a framework for the analysis of geographic factors which influence the location and distribution of agricultural activity and food marketing and consumption, with specific reference to the tropics. A key issue will be the role of historical, political economic and socio-cultural factors as geographic variables in agricultural production, marketing and consumption in the Caribbean region. The course will provide a holistic view of agricultural and rural history and development, which will complement other geography courses which offer a Caribbean focus. The course is divided into three parts. Part I covers the political economy of food in the Caribbean, as shaped by earlier patterns of plantation economies. Part II offers several case studies of food, politics, economy, history and culture in the Caribbean, including a discussion of dependencies on the International Monetary Fund (Jamaica) and agroecological shifts in Cuba. The final part of the course shifts to ideological and environmental implications of the global food regime.

ASSESSMENT:

Coursework = 40%

Final examination = 60%

LEVEL: II

SEMESTER 2

COURSE CODE: GEOG 2106

COURSE TITLE: AN INTRODUCTION TO URBAN GEOGRAPHY

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131 AND GEOG 1132 OR: GEOG 1901 OR HOD PERMISSION

COURSE DESCRIPTION: An Introduction to Urban Geography provides students with: the foundation of concepts, terms, and themes essential to the study of advanced Urban Geography; opportunities to recognize and investigate the complexity of city forms and city life; and the space to reflect critically on the seeming neutrality of the built urban form and processes.

ASSESSMENT:

Coursework = 60%

Final examination = 40%

LEVEL: II

SEMESTER 2

COURSE CODE: GEOG 2107

COURSE TITLE: GEOPOLITICS AND POLITICAL GEOGRAPHY

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131 AND GEOG 1132 OR: GEOG 1901 OR HOD PERMISSION

COURSE DESCRIPTION: This course focuses on strategic and political implications of ongoing trends in global political and economic arenas including conflicts over commodities and natural resources such as natural gas, crude oil, gold, bauxite, illegal drugs to quote only a few. GEOG 2107 takes a geographical approach to geopolitics, looking at regional trends. North Atlantic countries' foreign policies and BRIC's recent arrival in the global geopolitics game are discussed. (focus on world regions, etc.). While the course is globally comprehensive, special attention will be given to current sites of geo-political tension. Maps will be used extensively for both descriptive and analytical purposes.

ASSESSMENT:

Coursework = 50%

Final examination = 50%

LEVEL: II

SEMESTER: Summer

COURSE CODE: GEOG 2108

COURSE TITLE: GEOGRAPHY RESIDENTIAL FIELD SCHOOL (TOBAGO)

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131, GEOG 1132, GEOG 1231 AND GEOG 1232 OR GEOG 1900, GEOG 1901 OR HOD PERMISSION

COURSE DESCRIPTION: This course provides students with an opportunity to gain an in-depth knowledge of the physical and human geography of Tobago, the smaller of the two islands which make up the Republic of Trinidad and Tobago, and, through practical field-based examples, introduces students to issues in environmental management. Tobago possesses a wealth of human and physical geography field examples and is relatively self-contained, making it ideal for a residential field course. Students will embark on an integrated programme of intensive fieldwork, testing different research techniques and undertaking small, self-contained research projects. It provides the opportunity to further enhance individual project work skills developed at Level 1 and transfers and extends those skills into a group situation.

ASSESSMENT:

Coursework = 100%

LEVEL: III

SEMESTER: I AND II (YEARLONG)

COURSE CODE: GEOG 3101

COURSE TITLE: GEOGRAPHY RESEARCH PROJECT

NUMBER OF CREDITS: 6

PREREQUISITES: GEOG 2102 OR GEOG 1900/GEOG 1901 + HOD APPROVAL OR HOD APPROVAL

COURSE DESCRIPTION: GEOG 3101 Geography Research Project provides a showcase for each student's accumulated skills and knowledge. It builds on the skills developed in GEOG 2102 (Geography Research Methods) and gives students an opportunity to integrate the skills and knowledge they have developed throughout the course and to engage in independent research of the student's own choosing. The project module offers students the opportunity to demonstrate the qualities of independence and creativity by the pursuit of a topic of interest at depth. The research process begins with a project proposal, continues with research design and fieldwork, and culminates in a substantive academic presentation and dissertation based on the research findings.

ASSESSMENT: 100% coursework

Assessment of the project module takes place in stages, for which you will be required to produce documentation. All parts of the assessment have to be attempted to pass the module. Details of each assessment mode and further guidance are posted to the course E-Learning website. The weighting of the combined module is as follows:
Project Report - 60%

In course assessment – 40% comprising:

Project proposal - 10%; Project Conduct -10%;

Oral Presentation - 20%

LEVEL: III

SEMESTER 2

COURSE CODE: GEOG 3102

COURSE TITLE: GEOGRAPHIES OF THE CARIBBEAN

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131 AND 1132 OR GEOG 1901 OR HOD PERMISSION

COURSE DESCRIPTION: This course provides a geographically-based intellectual and analytical approach to making sense of the connections within the Caribbean and the challenges posed to the region by an increasingly globalized world. It provides a geographical evaluation of settlement, cultures, resource use, economic structure, and growth problems of selected Caribbean countries and of the region as a whole.

ASSESSMENT:

Coursework = 40%

Final examination = 60%

LEVEL: III

SEMESTER 2

COURSE CODE: GEOG 3103

COURSE TITLE: ENVIRONMENTAL MODELLING WITH GIS

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 2101 OR GEOG 2000 OR HOD PERMISSION

COURSE DESCRIPTION: This course introduces students to the theory and principles of environmental modelling within the context of GIS. The course builds strongly on the second-year course GEOG 2101 Geographical Information Systems and the third-year course GEOG 3107 Remote Sensing and GIS; and introduces students to advanced data handling and spatial analysis methods such as geostatistics. Students gain practical skills and hands-on experience in the use of a variety of environmental models and advanced GIS analysis techniques, using open-source GIS software tools. A variety of applications of environmental modelling are introduced, including the modelling of landslide risk, population dynamics, soil erosion, energy balance, rainfall-runoff and flood inundation. Flood inundation modelling is used as an in-depth example to explore issues in data handling, model uncertainty and accuracy assessment, and risk analysis.

ASSESSMENT:

Coursework = 60%

Final examination = 40%

LEVEL: III

SEMESTER 1

COURSE CODE: GEOG 3104

COURSE TITLE: NATURAL HAZARDS

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1231 AND GEOG 1232 OR: GEOG 1900 OR: HOD PERMISSION

COURSE DESCRIPTION: The course introduces students to the concepts of risk and hazard, and reviews recent theoretical work on human response to hazard and disaster, such as Blaikie's Access and Pressure: Release models and Hewitt's Temporal Sequence model. Using this theoretical background it reviews a range of natural hazards operating of different spatial and temporal scales, including geological (volcanoes, earthquakes), hydrological (floods), climatological (drought, hurricanes) and biological (diseases, epidemics), and examines the possible changes to risk under climate and sociological change. Emphasis throughout is on the use of appropriate technology and social structures to mitigate hazard impact. Delivery of the course is primarily through a series of lectures and seminars, assessed by examination and presentation/essays. Emphasis in the coursework will be placed on the recovery, synthesis and presentation of scientific information

ASSESSMENT:

Coursework = 40%

Final examination = 60%

LEVEL: III

SEMESTER 2

COURSE CODE: GEOG 3106

COURSE TITLE: QUATERNARY ENVIRONMENTS

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1231 AND GEOG 1232

COURSE DESCRIPTION: The course aims to introduce students to the history of the earth during the past 2 million years – the Quaternary era. It examines the main changes that have taken place in the terrestrial, oceanic and atmospheric environments. It introduces types of proxy evidence that allow reconstruction of Quaternary environments, and some of the dating techniques which allow them to be placed accurately within a time frame. The subject is pertinent to the study of current climatic changes by identifying the methods and processes of identifying, quantifying and understanding natural and man-made changes on a longer time scale. It builds on geomorphological and meteorological knowledge acquired at Levels 1 and 2.

ASSESSMENT:

Coursework = 50%

Final examination = 50%

LEVEL: III

SEMESTER 1

COURSE CODE: GEOG 3107

COURSE TITLE: REMOTE SENSING AND GIS

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 2101 and GEOG 2000

COURSE DESCRIPTION: The course introduces students to the theory and principles of environmental remote sensing, the analysis of remote sensing imagery, and its integration with Geographical Information Systems (GIS). The course builds strongly on the second-year course GEOG 2101 Geographical Information Systems, and introduces students to more advanced data handling techniques and spatial analysis methods. Students gain practical skills and hands-on experience in the analysis of remote sensing imagery using open-source GIS software tools. A variety of applications of remote sensing are introduced, including the assessment of vegetation, land degradation, deforestation, desertification and urbanisation. Remote sensing is a key source of data for the environmental sciences and proficiency in its use is regarded as a key skill for a modern geography graduate.

ASSESSMENT:

Coursework = 60%

Final examination = 40%

LEVEL: III

SEMESTER 1

COURSE CODE: GEOG 3108

COURSE TITLE: GEOGRAPHIES OF MIGRATION AND SETTLEMENT

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131 AND GEOG 1132

COURSE DESCRIPTION: This course builds on Human Geography I (GEOG 1131), Population Geography. It takes an in-depth look at migration flows, conditions and debates in source and destination countries, migration as a human right, and migration control and management as expressions of state sovereignty and national identity. The course requires students to read and respond to academic articles, gray literature and policy documents, and news media. The course also gives students an opportunity to view testimonials and films on forms of migration, and offer critical reviews based on the literature and perspectives of different stakeholders. The first part of the course is an overview of trends, patterns, and theories of migration, while the second part of the course is dedicated to analyses and interpretations of migration processes and experiences.

ASSESSMENT:

Coursework = 60%

Final examination = 40%

LEVEL: III

SEMESTER 2

COURSE CODE: GEOG 3109

COURSE TITLE: GEOGRAPHIES OF EQUALITY AND SOCIAL JUSTICE

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131 AND GEOG 1132 OR: 1901 OR: HOD PERMISSION

COURSE DESCRIPTION: The course is designed to provide an advanced understanding of issues introduced in other geography courses offered by UWI, such as relations between discourse, political economy, social justice, borders, space and environment. It draws together elements of theory and practice to present debates about the justice of market-led society, egalitarian and welfare philosophies and their limitations in a world of diversity.

The course begins with a discussion of the concept of justice and theories of social justice. Following these discussions, we will examine social justice issues involving such areas as the environment, poverty and hunger, race and ethnicity, gender, sexuality, and disability.

The first half of the course introduces mainstream theories of social justice and equality, and considers alternative approaches to economy and society, questioning the viability of such alternatives in a globalized world. The second part questions one's responsibility according to positionality in time and space and in relation to insiders and outsiders. The third part of the course considers the prospects for social and environmental justice from both Western and non-Western perspectives with examples from global and local social movements. The final part uncovers ethical complications of qualitative data collection, particularly the difference between representational and non-representational approaches. The course content and case studies reveal the central contribution that geographers can make to the understanding of equality and social justice in a complex and rapidly changing world.

ASSESSMENT:

Coursework = 40%

Final examination = 60%

LEVEL: III

SEMESTER 3 (SUMMER)

COURSE CODE: GEOG 3110

COURSE TITLE: GEOGRAPHY RESIDENTIAL FIELD SCHOOL (INTERNATIONAL)

NUMBER OF CREDITS: 3

PREREQUISITES: GEOG 1131, GEOG 1132, GEOG 1231 AND GEOG 1232 OR: GEOG 1900, GEOG 1901 OR: HOD PERMISSION

COURSE DESCRIPTION: This course provides students with an opportunity to gain an in-depth knowledge of the physical and human geography of an international study site and, through practical field-based examples, introduces students to issues in environmental management. Many sites in the Caribbean region and beyond possess a wealth of human and physical geography field examples, making them ideal for a residential field course. Students will embark on an integrated programme of intensive fieldwork, testing different research techniques and undertaking small, self-contained research projects. It provides the opportunity to further enhance individual project work skills developed at Levels 1 and 2 and transfers and extends those skills into a group situation.

ASSESSMENT:

Coursework = 100%

LEVEL: III

SEMESTER: I

COURSE CODE: AGSL 3010

COURSE TITLE: GEOPHYSICAL AND ENVIRONMENTAL SOIL SENSING

NUMBER OF CREDITS: 4

PRE-REQUISITES: AGSL1000 OR GEOG 1900 OR BIOL 1462 OR SURV 1010

COURSE DESCRIPTION: The course begins with an introduction to environmental sensing soil measurement methods, including field computing, GPS, geophysical instrumentation, and environmental sensors. As students progress through the course they will obtain hands-on experience in using and operating these systems. As they become proficient in gathering data and information they will be exposed to methods of analysis. We will begin with analyzing data from point measurements and progress to looking at how we can analyze spatial data. This includes an introduction to the use of S-Gems, Stanford University's open source geostatistical analysis software. This will allow students to become proficient in using data to make kriged spatial maps, which have many applications in all branches of the environmental sciences and engineering.

ASSESSMENT:

Coursework

40%

Final Examination

60%

Mathematics Courses

LEVEL: I

SEMESTER:

COURSE CODE: MATH 0100

COURSE TITLE: PRE-CALCULUS

NUMBER OF CREDITS:

PRE-REQUISITES: CSEC (CXC) MATHEMATICS OR EQUIVALENT

CO-REQUISITES: MATH 0110

COURSE DESCRIPTION: The following topics will be treated with mini-mum of rigour, but with emphasis on the understanding of the concepts involved:

Algebra Elementary logic, number sets, real numbers, functions, inequalities complex numbers, surds, logarithms, linear and quadratic equations, finite series binomial theorem, mathematical induction.

Trigonometry

Trigonometric functions and their inverse, addition and multiplication formulae, identities, trigonometric equations, solutions of triangles.

ASSESSMENT:

One 3-hour paper	85%	Course test	15%
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LEVEL: I

SEMESTER:

COURSE CODE: MATH 0110

COURSE TITLE: CALCULUS AND ANALYTICAL GEOMETRY

NUMBER OF CREDITS:

PRE-REQUISITES: CSEC (CXC) MATHEMATICS OR EQUIVALENT

CO-REQUISITES MATH 0100

COURSE DESCRIPTION: The following topics will be treated with a mini-mum of rigour, but with emphasis on the understanding of the concepts involved. Calculus Functions, limits, continuity, differentiability, higher derivatives and application, antiderivatives, Simpson's rule and the integral. Elementary method of integration and solution of simple differential equations.

Analytical Geometry

Equations and representations of elementary plane curves.

Applications of calculus to determine equations of tangents, normals and computation of areas and volumes.

ASSESSMENT:

One 3-hour paper	85%	Course test	15%
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LEVEL: I - UNDERGRADUATE SERVICE COURSE

SEMESTERS: 1, 2 & SUMMER

COURSE CODE: MATH 1115

COURSE TITLE: FUNDAMENTAL MATHEMATICS FOR THE GENERAL SCIENCES I

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

NB: STUDENTS WITH ANY TWO UNITS OF CAPE LEVEL MATHEMATICS (OR EQUIVALENT), AGRI 1003 (MATHEMATICS FOR SCIENTISTS) AND/OR MATH 0100 (PRE-CALCULUS) WILL NOT RECEIVE CREDITS FOR THIS COURSE.

COURSE DESCRIPTION: Algebra: Types of numbers, scientific notation, precision and accuracy, manipulating numbers, factorials, inequalities, simultaneous equations, indices, partial fractions, quadratic equations, remainder theorem, solving polynomial equations. Functions: Logarithms, exponentials, inverse functions. Trigonometry: Trigonometric functions and their graphs, common identities, solution of trigonometric equations. Coordinate Geometry: gradients and intercepts, extrapolation techniques, linear regression. Statistics: Introduction to descriptive statistics, frequency distribution, mean, median, mode and standard deviation, measures of central tendency, normal and binomial distributions, chi-squared test.

ASSESSMENT:

Coursework	40%
Final Examination: One 2-hour written paper	60%

LEVEL: I - UNDERGRADUATE SERVICE COURSE

SEMESTERS: 1, 2 & SUMMER

COURSE CODE: MATH 1125

COURSE TITLE: FUNDAMENTAL MATHEMATICS FOR THE GENERAL SCIENCES II

NUMBER OF CREDITS: 3

PREREQUISITES: EITHER CSEC MATHEMATICS (OR EQUIVALENT) OR MATH 1115

COURSE DESCRIPTION: Differentiation: Functions of a single real variable, polynomials, exponentials and basic trigonometric functions. Product, quotient and 'function of a function' rules. Implicit differentiation. Finding and classifying stationary points. Basic curve sketching for quadratic, polynomial, exponential and logarithmic functions. Application to velocity, acceleration, deceleration, distance traveled. Calculating rates of change. Basic rules for partial differentiation for functions of more than one real variable. Taylor series for a function of a single real variable. Limits: Concept of a limit. Evaluation of basic limits. Errors: precision of calculations, round-off errors. Integration: Definition as reverse of differentiation. Definite integrals and areas under curves. Integration by substitution ($u=f(x)$), integration by parts, integration by partial fractions. Calculation of work done. Differential Equations (Topic to be motivated by models of physical systems): First order separable and linear equations. Second order linear with constant coefficients - complementary functions and particular integrals

ASSESSMENT:

Coursework	40%
Final Examination: One 2-hour written paper	60%

LEVEL: I

SEMESTER: 1

COURSE CODE: MATH 1152

COURSE TITLE: SETS AND NUMBER SYSTEMS

NUMBER OF CREDITS: 3

PREREQUISITES: TWO UNITS OF CAPE PURE MATHEMATICS, OR MATH 0100 AND MATH 0110 OR EQUIVALENT

COURSE DESCRIPTION: Set Theory. Elementary mathematical logic: logical statements, logical operations AND, OR and NOT. Illustration using Venn diagrams, Algebra of Sets. Relations and Binary operation Properties of the natural numbers; basic arithmetic of complex numbers. The polar and exponential forms of a complex number.

ASSESSMENT:

Coursework	40%
Final Examination: One 2-hour written paper	60%

LEVEL: I

SEMESTER: 1

COURSE CODE: MATH 1152

COURSE TITLE: SETS AND NUMBER SYSTEMS

NUMBER OF CREDITS: 3

PREREQUISITES: TWO UNITS OF CAPE PURE MATHEMATICS, OR MATH 0100 AND MATH 0110 OR EQUIVALENT

COURSE DESCRIPTION: Set Theory. Elementary mathematical logic: logical statements, logical operations AND, OR and NOT. Illustration using Venn diagrams, Algebra of Sets. Relations and Binary operation Properties of the natural numbers; basic arithmetic of complex numbers. The polar and exponential forms of a complex number.

ASSESSMENT:

Coursework	40%
Final Examination: One 2-hour written paper	60%

LEVEL: 2

SEMESTER: II

COURSE CODE: MATH 1141

COURSE TITLE: INTRODUCTORY LINEAR ALGEBRA AND ANALYTICAL GEOMETRY

NUMBER OF CREDITS: 3

PREREQUISITES: TWO UNITS OF CAPE PURE MATHEMATICS, OR EQUIVALENT

COURSE DESCRIPTION: Vectors in two and three dimensions, the dot product and cross – product. Applications to geometry of lines and planes. Complex numbers as vectors. De Moivre's Theorem; basic algebra of matrices of any order. Determinants. Solutions of systems of linear equations

ASSESSMENT:

Coursework	40%
Final Examination: One 2-hour written paper	60%

LEVEL: I

SEMESTER: 1

COURSE CODE: MATH 1142

COURSE TITLE: CALCULUS I

NUMBER OF CREDITS: 3

PREREQUISITES: TWO UNITS (1&2) OF CAPE PURE MATHEMATICS OR MATH 0100 AND MATH 0110, OR EQUIVALENT

COURSE DESCRIPTION: Functions; elementary functions; definition of derivative and rules of differentiation. Applications to maxima, minima and curve tracing; Taylor and Maclaurin Series. Evaluation of indefinite integrals using substitution, integration by parts and partial fractions. Length of curve and areas of regions. First order differential equations and second order differential equations with constant coefficients.

ASSESSMENT:

Coursework	40%
Final Examination - One 2-hour written paper	60%

LEVEL: I

SEMESTER: 2

COURSE CODE: MATH 1151

COURSE TITLE: CALCULUS II

NUMBER OF CREDITS: 3

PREREQUISITES: TWO UNITS (1&2) OF CAPE PURE MATHEMATICS OR MATH 0100 AND MATH 0110. OR EQUIVALENT

COURSE DESCRIPTION: Neighbourhoods and bounds of a function; definition of limit; properties of limits; continuity; the Intermediate Value Theorem; The derivative; Rolle's Theorem; The Mean Value Theorem L'Hospital's Rule. The Riemann Integral : Fundamental Theorem of the Calculus. Partial Derivatives. Double integrals.

Assessment:

Coursework	40%
Final Examination - One 2-hour written paper	60%

LEVEL: I

SEMESTER: 1

COURSE CODE: MATH 1152

COURSE TITLE: SETS AND NUMBER SYSTEMS

NUMBER OF CREDITS: 3

PREREQUISITES: TWO UNITS OF CAPE PURE MATHEMATICS, OR MATH 0100 AND MATH 0110 OR EQUIVALENT

COURSE DESCRIPTION: Set Theory. Elementary mathematical logic: logical statements, logical operations AND, OR and NOT. Illustration using Venn diagrams, Algebra of Sets. Relations and Binary operation. Properties of the natural numbers; basic arithmetic of complex numbers. The polar and exponential forms of a complex number.

Assessment:

Coursework	40%
Final Examination: One 2-hour written paper	60%

LEVEL: I

SEMESTER:

COURSE CODE: MATH 1160

COURSE TITLE: INTRODUCTORY APPLIED MATHEMATICS I

NUMBER OF CREDITS: 6

PRE-REQUISITES: A' LEVEL APPLIED MATHEMATICS.

COURSE DESCRIPTION:

1. Functions of two variables, partial differentiation, vector analysis.
2. Introduction to Static. Coplanar forces: forces acting at a point, moments, parallel forces, couples. Graphical methods. Centres of Gravity.
3. Introduction to Newtonian Mechanics. Kinematics, Dynamics of a particle. Work, energy, momentum, conservation laws, straight line motion in a resisting medium, projectiles.
4. Mechanics of solids: Internal stress, strain, and stress-strain relation

ASSESSMENT:

One 2-hour examination	75%	Coursework	25%
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LEVEL:

SEMESTER:

COURSE CODE: MATH 1170

COURSE TITLE: INTRODUCTORY APPLIED MATHEMATICS II

NUMBER OF CREDITS: 6

PRE-REQUISITES: A' LEVEL APPLIED MATHEMATICS.

COURSE DESCRIPTION:

1. Central forces, conservation of energy.
2. Elementary Hydrostatics.
3. Definitions, Equality of pressure.
4. Transmission of pressure, density.
5. Condition of Equilibrium, Surface of equal pressure.
6. Heterogeneous liquid.
7. Resultant pressure, centre of pressure.
8. Introduction to Hydrodynamics: Kinematics, equations of motion.
9. Derivation of Bernoulli's equation and applications.
10. Mathematical modelling: Dynamics, linear and non-linear growth and decay.

ASSESSMENT:

One 2-hour examination	75%	Coursework	25%
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ADVANCED COURSES

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2100

COURSE TITLE: ABSTRACT ALGEBRA

NUMBER OF CREDITS: 4

PRE-REQUISITES: M12A

COURSE DESCRIPTION:

1. Fundamental concepts in Set Theory, Philosophy of sets.
2. Relations and Functions: Algebra of permutations, elementary theory of Groups and rings, group homomorphisms.
3. Development of the number systems.
4. Properties of the natural numbers, the integers, the rationals, the reals and the complex numbers.
5. Infinite sets and their cardinalities.
6. Transfinite arithmetic.

ASSESSMENT:

Coursework examination	16%
Final examination (One 2-hour paper)	84%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2110

COURSE TITLE: LINEAR ALGEBRA

NUMBER OF CREDITS: 4

PRE-REQUISITES: M12A

COURSE DESCRIPTION:

1. Abstract vector spaces.
2. Linear dependence and basis.
3. Linear transformations.
4. Matrices, row equivalence and rank.
5. Solutions of systems of linear equations.
6. Determinants, Characteristic roots and vectors.
7. Similarity, Diagonalisation.
8. Quadratic forms and their reduction.

ASSESSMENT:

Coursework examination	16%
Final examination (One 2-hour paper)	84%

LEVEL: I

SEMESTER:

COURSE CODE: MATH 2120

COURSE TITLE: ANALYSIS AND MATHEMATICAL METHODS I

NUMBER OF CREDITS: 4

PRE-REQUISITES: M12A AND M12B

COURSE DESCRIPTION: Limits of sequence of real numbers. Convergence of series of real terms. Tests for Convergence of positive series. Comparison, quotient, ratio, nth Root, integral tests. Absolute convergence. The alternating series test. Power Series; Radius and interval of convergence. Functions of single real variables:

- Continuity, differentiability, Rolle's Theorem, Mean Value Theorem, Taylor's Theorem.
- Theory of the Riemann integral of a function of a single real variable.

Functions of two (or more) real variables:

- Continuity, Differentiability. Partial differentiation, Jacobians, stationary points (including Lagrange multipliers in simple cases).

Multiple Integrals:

- Repeated integrals, Double integrals, Fubini's Theorem, change of variable.

ASSESSMENT:

Coursework	16%
Final examination (One 2-hour paper)	84%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2160

COURSE TITLE: ANALYSIS AND MATHEMATICAL METHODS II

NUMBER OF CREDITS: 4

PRE-REQUISITES: M12A AND M12B

COURSE DESCRIPTION:

1. The Laplace transform and applications to differential equations, integral and difference equations.
2. Ordinary linear differential equations, Wronskian, linear independence, Abels lemma, existence and uniqueness

(no proofs).

3. Fuchian classification of singular points of 2nd order differential equations and solutions in series for second order non-singular and regular singular equations.
4. Fourier series; two dimensional separable linear partial differential equations whose solutions can be obtained by separation of variables.
5. Functions of single complex variable, continuity, differentiability, analyticity and the Cauchy-Riemann equations
6. Power series and contour integrals, Cauchy's theorem, integral formula.
7. Singularities and their classification.
8. Residue theorem and its application to the evaluation of definite integrals - principal valued integrals being excepted.

ASSESSMENT:

Coursework	16%
Final examination (One 2-hour paper)	84%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2170

COURSE TITLE: INTRODUCTION TO COMBINATORICS

NUMBER OF CREDITS: 4

PRE-REQUISITES: M12A AND M12B

COURSE DESCRIPTION:

1. Permutations and Combinations
2. The Inclusion-exclusion Principle
3. Linear equations with unit co-efficients
4. Recurrence relations
5. Generating functions
6. Geometry of the plane
7. Colouring problems
8. Combinatorial probability
9. Partitions of integers
10. Random walks
11. Designs

ASSESSMENT:

Coursework examination	25%
Final examination (One 2-hour paper)	75%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2180

COURSE TITLE: INTRODUCTION TO OPTIMISATION

NUMBER OF CREDITS: 4

PRE-REQUISITES: M12A

COURSE DESCRIPTION:

1. Graphs and Digraphs
2. Ranking; Shortest Path
3. Communication Networks
4. Convex sets
5. Linear programming
6. Simplex Method
7. Theory of games

ASSESSMENT:

Coursework examination	25%
Final examination (One 2-hour paper)	75%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2140

COURSE TITLE: INTRODUCTION TO PROBABILITY

NUMBER OF CREDITS: 4

PRE-REQUISITES: M12A AND M12B OR PERMISSION OF THE HEAD OF DEPARTMENT

COURSE DESCRIPTION:

1. Basic Probability rules, including Bayes' rule, theorem on total probability
2. Conditional Probability
3. Random Variable
4. Mathematical Expectation
5. Means, variance of sum of n random variables
6. Chebychev's theorem
7. Standard density functions and mass functions
8. Moment generating function and Random sample
9. Some important statistics
10. Sampling distributions
11. Central limit theorem

ASSESSMENT:

Coursework tests	40%
Final examination (One 2-hour paper)	60%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2150

COURSE TITLE: INTRODUCTION TO STATISTICS

NUMBER OF CREDITS: 4

PRE-REQUISITES: M25A OR PERMISSION OF THE HEAD OF DEPARTMENT

COURSE DESCRIPTION:

1. Estimation Theory:
 - a. Point estimate
 - b. Interval estimate
 - c. Confidence interval estimate
2. Testing of Hypotheses:
 - a. Type I and Type II errors
 - b. Goodness of fit
 - c. Analysis of variance
3. Regression Analysis:
 - a. Simple linear regression
 - b. Non-parametric methods

ASSESSMENT:

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

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2190

COURSE TITLE: PROBABILITY AND STATISTICS I

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 1140 AND MATH 1150 OR PERMISSION OF THE HEAD OF DEPARTMENT

ANTI-REQUISITE: MATH 2140 AND MATH 2150

COURSE DESCRIPTION: Foundations of Probability, basic discrete and continuous distributions; expectation. Joint distribution of several discrete and continuous random variables. Covariance and correlation. The Central Limit Theorem. Basic ideas of point and Interval Estimation. Maximum likelihood Estimation Types I and Type II errors, significance level and power. Hypothesis of means, variances and proportions. Reregression Analysis (mainly simple linear regression). Experimental Design. One and two-way ANOVA. Basic ideas of sampling from finite populations. Comment: MATH 2190 is a four (4) credit alternative to both MATH 2140 and MATH 2150 and is primarily aimed at non-Mathematics Majors.

ASSESSMENT:

Coursework	40%
Examination: One 2-hour paper	60%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2200

COURSE TITLE: PROBABILITY AND STATISTICS

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 1140, MATH 1150 AND MATH 2190 OR PERMISSION FROM THE HEAD OF DEPARTMENT

ANTI-REQUISITE: MATH 2140 AND MATH 2150

COURSE DESCRIPTION: Probability Theory: Conditional expectation for discrete random variables, Bayes Theorem, transformations of one variable, evaluation of probabilities of events for continuous bivariate random variables transformations of two random variables, the squared distributions, moment generating functions; proof of the Central Limit Theorem, Markov and Chebychev inequalities, the weak law of large numbers. Statistical Inference: Unbiasedness, Fisher information and the Cramer-Rao inequality (without proof), sufficiency, the Fisher factorisation criterion, the Neyman-Pearson lemma. Statistical Methods: Factorial designs; non-parametric rank methods, the sign test, squared rank test, rank sum test, Kruskal-Wallis test, goodness of fit tests. Sampling Theory of Surveys: Simple random samples, stratified samples, ideas underlying other sampling schemes, non-sampling sources of error including non-response and poor sampling design.

ASSESSMENT:

Coursework	40%
Examination (One 2-hour written paper)	60%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2210

COURSE TITLE: MATHEMATICS OF FINANCE

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 1140 AND MATH 1150

COURSE DESCRIPTION: Introduction to actuarial science; measurement of interest; solutions of problems in interest, basic annuities; more general annuities, yield rates, amortisation schedules and sinking funds, bonds and other securities, practical applications.

ASSESSMENT:

Examinations (One 2-hour written paper)	70%
Coursework	30%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 2220

COURSE TITLE: INTRODUCTION TO ACTUARIAL MATHEMATICS

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH2120, MATH 2140, & MATH 2210

COURSE DESCRIPTION: Survival distributions and life tables, utility theory, life insurance, life annuities, commutation functions, net premiums and premium reserves, introduction to multiple life functions.

ASSESSMENT:

Examinations: One 2-hour written paper	70%
Coursework	30%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3110

COURSE TITLE: MATHEMATICAL STATISTICS - PROBABILITY THEORY

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 2120 OR PERMISSION OF THE HEAD OF DEPARTMENT

COURSE DESCRIPTION: Basic probability rules, including Bayes' rule, theorem on total probability; Conditional probability; Random Variable; Mathematical Expectation; means, variance; Covariance of variables. Variance of sum of n variables Chebychev's theorem; Standard density functions and mass functions; Moment generating function. Random sample; some important statistics, sampling distributions. Central limit theorem. Transformation of several random variables; order statistics, conditional expectation; the bivariate and multivariate normal distributions.

ASSESSMENT:

Coursework	40%
Examination: One 2-hour written paper	60%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3120

COURSE TITLE: MATHEMATICAL STATISTICS - STATISTICAL INFERENCE

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 3110 OR MATH 2140

COURSE DESCRIPTION: Theory of Estimation: Ideas of point estimation; means-squared error, interval estimation; method of maximum likelihood; Cramer-Rao Inequality. Hypothesis Testing: Type I and Type II errors; tests concerning means, variances and proportions; Goodness of fit Tests; non-parametric tests. Ideas of Regression Analysis including simple linear Regression in detail; Experimental Design and the Analysis of Variance (Completely Randomised Design, Block Designs, Latin Squares, Factorial Designs). Efficiency and the Fisher- Factorisation Criterion, the Rao-Blackwell theorem. Estimation from multinomial populations. Simple random, stratified, cluster and systematic sampling, non-sampling errors in surveys; likelihood ratio tests.

ASSESSMENT:

Examination (One 2-hour written paper)	60%
Coursework	40%

LEVEL: II

SEMESTER:

COURSE CODE: MATH 3240

COURSE TITLE: REAL ANALYSIS

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 3110 OR MATH 2140

COURSE DESCRIPTION: Properties of real numbers, real line topology (open sets, cluster points, compactness, connectedness). Introduction of topological spaces. Metric space. Continuity and homeomorphism. Point wise and uniform convergence of sequence and series of real valued functions.

ASSESSMENT:

Examination (One 2-hour written paper)	75%
Coursework	25%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3250

COURSE TITLE: FLUID DYNAMICS I

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 2120 AND MATH 2160

COURSE DESCRIPTION: Vector Analysis. Gradient, Divergence, Curl. Orthogonal Curvilinear Co-ordinates: Cartesian, Cylindrical and Spherical. Line, Surface and Volume Integrals. Introduction to Tensors. Kinematics and Equations of motion for Inviscid fluids. Simple Inviscid Flows.

ASSESSMENT:

Examinations: (One 2-hour written paper)	60%
Coursework	40%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3280

COURSE TITLE: INTRODUCTION TO MATHEMATICAL MODELLING I

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 2120 AND MATH 2160

COURSE DESCRIPTION: Idea of modelling real life and situations using Mathematics. Theory of ordinary differential equations (eigenvalues and eigenvectors) and the linear stability. Application to Medicine (e.g. testing of diabetics). predator-Prey models (struggle for survival between two species). Epidemiology (e.g. model of spread of gonorrhoea). A theory of war.

ASSESSMENT:

Examination (One 2-hour paper)	75%
Coursework	25%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3430

COURSE TITLE: ADVANCED ALGEBRA I (THEORY)

NUMBER OF CREDITS: 4

PRE-REQUISITES: M20A AND M20B

COURSE DESCRIPTION:

Group Theory:

1. Fundamentals
2. Cyclic Groups
3. Cosets
4. Homomorphism Theorems
5. The Sylow Theorems
6. Theory of p-groups
7. Direct products of groups
8. Solvable groups

Ring Theory:

1. Ideals
2. Quotient Rings
3. Polynomial Rings
4. Euclidean Domains
5. Unique factorisation domains
6. Irreducible criteria

Field Theory:

1. Characteristics of Fields
2. Fields of Quotients, Sub-fields and Field Extensions, Splitting Fields
3. Elements of Galois Theory

ASSESSMENT:

Coursework	15%
Final examination (One 2-hour paper)	85%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3440

COURSE TITLE: ADVANCED ALGEBRA II (APPLICATIONS)

NUMBER OF CREDITS: 4

PRE-REQUISITES: M34E

COURSE DESCRIPTION:

1. Straight-edge and Compass constructions
2. Coding Theory
 - a. Polynomial and Matrix representations
3. Applied Linear Algebra
 - a. Linear Transformations
 - b. Functions of Matrices
 - c. The Jordan Canonical form of a Matrix
 - d. Solution f Systems of Differential Equations
 - e. Quadric Surfaces

ASSESSMENT:

Coursework	15%
Final examination (One 2-hour paper)	85%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3250

COURSE TITLE: FLUID DYNAMICS I

NUMBER OF CREDITS: 4

PRE-REQUISITES: M21A AND M21B

COURSE DESCRIPTION:

1. Vector analysis
2. Kinematics and Equations of Motion
3. Two-dimensional Flows

ASSESSMENT:

Final examination (One 2-hour paper)	100%
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LEVEL: III

SEMESTER:

COURSE CODE: MATH 3260

COURSE TITLE: FLUID DYNAMICS II

NUMBER OF CREDITS: 4

PRE-REQUISITES: M33A OR PERMISSION OF THE HEAD OF DEPARTMENT

COURSE DESCRIPTION:

1. Further Two-Dimensional Flows
2. Some Three-Dimensional Flows
3. Viscous Flows

ASSESSMENT:

Final examination (One 2-hour paper)	100%
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LEVEL: III

SEMESTER:

COURSE CODE: MATH 3290

COURSE TITLE: COMBINATORICS

NUMBER OF CREDITS: 4

PRE-REQUISITES: M20A

COURSE DESCRIPTION:

1. Permutations and Combinations
2. Generating functions
3. Recurrence Relations
4. The Principle of Inclusion and Exclusion
5. Matching Polynomials and Rook polynomials
6. Polya's theory of counting

ASSESSMENT:

Coursework 25%

Final examination (One 2-hour paper) 75%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3400

COURSE TITLE: GRAPH THEORY

NUMBER OF CREDITS: 4

PRE-REQUISITES: M20A

COURSE DESCRIPTION:

1. Graphs:
 - a. Trees, Spanning trees
 - b. Algorithms for spanning trees, and for tree-coding
 - c. Planarity, Colouring
2. Network Algorithms:
 - a. Matchings
 - b. Applications in Operations Research
 - c. Graph Polynomials

ASSESSMENT:

Coursework 15%

Final examination (One 2-hour paper) 85%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3410

COURSE TITLE: COMBINATORICS AND COMPUTING

NUMBER OF CREDITS: 4

PRE-REQUISITES: CS11A AND B, M24A AND M24B

COURSE DESCRIPTION:

1. Analysis of Algorithms.
2. Theoretical methods for analysing algorithms.
3. Implementation of algorithms for generating permutations, combinations, compositions, sub-compositions etc.
4. Computer representations of graphs; their advantages and disadvantages.
5. Developing Algorithms for finding standard sub graphs of graphs, for example spanning trees, optimal spanning trees, Hamiltonian cycles.
6. Implementation of algorithms for finding various kinds of F-polynomials. Coding of trees.

ASSESSMENT:

A project consisting of a computer implementation together with a project report 25%

Final examination (One 2-hour paper) 75%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3420

COURSE TITLE: SPECIAL TOPICS IN GRAPH THEORY

NUMBER OF CREDITS: 4

PRE-REQUISITES: M24A AND B AND M34B

COURSE DESCRIPTION: The syllabus and content at any one time will depend on the research interests of the lecturer. Relevant research material will be made available.

ASSESSMENT:

A project accounting for 25%

a. project report 15%

b. 1-hour seminar 10%

Final examination (One 2-hour paper) 75%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3450

COURSE TITLE: STATISTICAL THEORY I

NUMBER OF CREDITS: 4

PRE-REQUISITES: M25A

COURSE DESCRIPTION:

1. Joint and Conditional Distributions
2. Distribution of Function of Random variables
3. Moment Generating Function Techniques
4. Order Statistics; Poisson Process
5. Introduction to Queuing Theory
6. Finite Markov Chains

ASSESSMENT:

Coursework 40%

Final examination (One 2-hour paper) 60%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3460

COURSE TITLE: STATISTICAL THEORY II

NUMBER OF CREDITS: 4

PRE-REQUISITES: M25A AND M25B

COURSE DESCRIPTION:

1. Methods of finding estimators and their properties
2. Bayesian Inference
3. Regression Analysis
4. Time Series Analysis
5. Testing of Hypotheses
6. Design of Experiments
7. Sampling Theory

ASSESSMENT:

Coursework 40%

Final examination (One 2-hour paper) 60%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3470

COURSE TITLE: SAMPLING THEORY

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 2150 OR A GOOD GRADE I.E. B+ IN ECON 2006

COURSE DESCRIPTION: Basic ideas concerning the design and uses of sample surveys.

Sampling techniques: Simple random sampling (with derivations of basic results), Stratified sampling, Cluster sampling (one and two stage). Systematic sampling, Non-response and missing data and survey report writing. Topics in the sampling on non-human populations.

ASSESSMENT:

Examination: One 2-hour written paper	60%
Coursework	40%

LEVEL: III

SEMESTER:

COURSE CODE: MATH 3500

COURSE TITLE: COMPLEX ANALYSIS

NUMBER OF CREDITS: 4

PRE-REQUISITES: MATH 210 AND MATH 2160

COURSE DESCRIPTION: Analytic functions, Elementary functions, Advanced complex integration (for many valued functions). Conformal mapping (Mobius transformation and their properties). The Schwarz Christoffel transformation. Power series (convergence, absolute convergence and uniform convergence), sequence and series of functions. Zeros and poles of meromorphic functions. Analytic continuation.

ASSESSMENT:

Examination: One 2-hour written paper	75%
Coursework	25%

CROSS DEPARTMENTAL PROGRAMMES

(INTERDISCIPLINARY PROGRAMMES)

Majors, Specials/Double Majors

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

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

The Majors/Specials/Double Majors across the Departments are as follows:

Major in African and Asian Studies

(38 CREDITS)

COURSE LISTING

LEVEL I

AT LEAST 4–6 COURSES FROM AMONG THE FOLLOWING:

Course Code	Course Title	Credits
JAPN 0101	Beginners' Japanese A	3
JAPN 0102	Beginners' Japanese B	3
AND/OR		
HIND 0101	Beginners' Hindi A	3
HIND 0102	Beginners' Hindi B	3
HIST 1302	African Civilisation from Earliest Times to AD 1000	3
HIST 1303	African Civilisation from AD 1000 to 1800	3
HIST 1504	Foundations of South Asian Civilisation	3
SOCI 1002		
AND		
SOCI 1000	Introduction to Sociology I and II	6
PLUS		
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing For Different Disciplines (OPTION A or B)	3

Possible additions which may be needed as pre-requisites for Level II and Level III courses: LITS 1001, LITS 1002, FREN, 1401, FREN 1402, GOVT 1000, GOVT 1001, LING 1005, LING 1006. New courses in Yoruba Language as they become available.

LEVEL II

18 CREDITS FROM AMONG THE FOLLOWING:

Course Code	Course Title	Credits
HIND 0101 AND		
HIND 0102	Beginners' Hindi	6
HIST 2301	History of Africa AD 1800-1900	3
HIST 2501	South Asian History 1500-1860	3
HIST 2302	History of Africa AD 1900 to the Present	3
HIST 2502	South Asia 1860 to the Present	3
LITS 2107	African Diaspora Women's Narrative	3
LITS 2110	African Literature in English I: Prose Fiction	3
LITS 2208	African Literature in English II: Drama and Poetry	3
SOCI 2002	Social Background of the Indian Diaspora	3
SOCI 2003	Sociology of a Diasporic Community	3
FOUN 1301	Law, Governance, Economy and Society	3
FOUN 1210	Science, Medicine and Technology in Society	3

Other useful additions: GOVT 2715, GOVT 2020, LING 2304, new courses in African Literature in French, African Linguistics, and African and Asian Culture and Philosophy as they become available.

LEVEL III

18 CREDITS FROM THE FOLLOWING:

Course Code	Course Title	Credits
HIST 3503	The Economic History of Modern India, 1757-1956	3
HIST 3504	The Social History of Modern India, 1757-1947	3
HIST 3605	The African Diaspora I: from Earliest Times to AD 1800	3
HIST 3606	The African Diaspora II: AD 1800 to present times	3
HIST 3613	The Modern Indian Diaspora	3
LITS 3702	African American Women Writers	3
LITS 3801	Indian Literature in English (Seminar)	3
LITS 3802	The Literature of the Indian Diaspora (Seminar)	3
HUMN 3099	Caribbean Studies	6
OR	an equivalent course	

Other useful additions: LING 3201 and LING 3202

Major in English Language and Literature with Education (ELLE)

Teachers of English may choose this programme, as well as from the following combinations:

- 1) a Double Major in Linguistics and Literatures in English
- 2) a Major in Linguistics with a Minor in Literatures in English
- 3) a Major in Literatures in English with a Minor in Linguistics

Each Minor must include 15 credits of courses specifically recommended by the Ministry of Education. Other Interdisciplinary Linguistics-related programmes include the BA in Speech and Language Science.

COURSE LISTING

LEVEL I

Course Code	Course Title	Credits
FOUN 1001	English for Academic Purposes	3
FOUN 1101	Caribbean Civilisation	3
FOUN 1102	Academic Writing for Different Disciplines (Option A)	3
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3
LITS 1002	Introduction to Prose Fiction	3
LITS 1001	Introduction to Poetry	3
LITS 1202	Introduction to Drama	3
EDLA 1180	Developing Literacy Ability	6

LEVEL II

Course Code	Course Title	Credits
LING 2101	Language Acquisition	3
LING 2302	Sociolinguistics	3
OR		
LING 3101	Applied Linguistics	3
LING 2402	Structure of the English Language	3
LING 2404	Structure and Meaning in Literary Discourse	3
OR		
LING 2702	Point-of-View and Meaning in Literary Discourse	3
LITS 2006	Donne to Byron	3
LITS 2301	Key Issues in Literary Criticism	3
OR		
LITS 2307	Twentieth Century Literary Theory	3
LITS 2203	Shakespeare I	3
EDME 2006	Classroom Testing and Evaluation	3
LING 2403	Change and Development in the English Language	3
EDCU 2013	Introduction to Curriculum Studies	3

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

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LEVEL III

Course Code	Course Title	Credits
LING 2305	Educational Linguistics	3
LING 3099	Special Project in Linguistics (substitute for Caribbean Studies)	6
LING 3201	Caribbean Dialectology	
LITS 2106	The Origins and Development of American Literary Prose	3
OR		
LITS 2110	African Literature in English	3
OR		
LITS 3802	The Literature of the Indian Diaspora	3
LITS 2502	Caribbean Women Writers	3
LITS 2507	Introduction to West Indian Poetry B Selected West Indian Poets	3
LITS 2510	West Indian Prose Fiction	3
LITS 3501	Advanced Seminar in West Indian Literature A	3
LITS 3502	Advanced Seminar in West Indian Literature B	3
EDLA 3111	Principles, Approaches and Methods in Teaching Standard English in the Caribbean	3
EDLA 2114	Teaching Children's Literature	3
EDTK 3202	Use of Media and Production of Educational Materials	3

Major in Latin American Studies

COURSE LISTING

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

LEVEL I

Course Code	Course Title	Credits
SPAN 1001	Spanish Language I A	3
SPAN 1002	Spanish Language I B	3
SPAN 1699	Introduction to Hispanic Literature - Prose, Poetry, Drama	6
GOVT 1000	Introduction to Politics I	3
OR		
GOVT 1001	Introduction to Politics II (Pre-requisite for Level II/III Government courses)	3
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines Option A or B)	3

PLUS 9 additional Level I credits (i.e. 3 Level I courses of which a maximum of 2 courses could be from out of Faculty)

These courses are **STRONGLY** recommended:

PORT 1001	Portuguese IA	3
PORT 1002	Portuguese IB	3

LEVEL II

Course Code	Course Title	Credits
SPAN 2001	Spanish Language II A	3
SPAN 2002	Spanish Language II B	3
SPAN 2202	Culture and Society in Spanish America	3
HIST 2101	History of Latin America (1810-1910)	3
HIST 2102	History of Latin America (1910 to present)	3
FOUN 1210	Science, Medicine, Technology in Society	3
FOUN 1301	Law, Governance, Economy in Society	3

PLUS 9 additional Level II/III credits (i.e. 3 Level II/III FHE or out of Faculty courses)

These courses are **STRONGLY** recommended:

PORT 2001	Portuguese Language IIA	3
PORT 2002	Portuguese Language IIB	3

LEVEL III

Course Code	Course Title	Credits
HIST 3603	From Munroe to Castro US Relations with Latin America and the Caribbean	3
GOVT 3019	Introduction to Politics and Government in Latin America	3
GOVT 3020	Power and Politics in Latin America	3
HUMN 3099	Caribbean Studies	6

OR an equivalent course

PLUS 15 additional Level II/III credits
(i.e. 5 Level II/III courses of which a maximum of 3 courses could be from out of Faculty courses.)

These courses are **STRONGLY** recommended:

HIST 2008	Colonial Latin American History	3
HIST 3025	Afro-Latin American History	3
PORT 3001	Portuguese Language IIIA	3
PORT 3002	Portuguese Language IIIB	3

Students reading for this BA in Latin American Studies are strongly encouraged to consider the Minor in Brazilian Studies.

CENTRE FOR LANGUAGE LEARNING

Staff Listing

ACADEMIC STAFF

Carter, Beverly-Anne (On Sabbatical 2013/2014)

L ès L, M ès L (Besançon), PhD (UWI)

Director

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Maitrejean, Eric

BA, MA in Translation Eng. Fr (Lyon II)

Certificate in conference Interpreting (UWI)

Acting Director

Tel: Ext. 82525/82526

Bukari, James

MA, PhD, Graduate Certificate in English as a Second Language (Purdue University, West Lafayette, Indiana, USA)

Lecturer in French and

Coordinator (French, German, Italian & Portuguese)

Tel. Ext. 83649

Landa Buil, María

PhD (Universidad Complutense, Madrid)

MPhil, (DEA) Theoretical Linguistics and its Application,

(Universidad Complutense, Madrid)

Lecturer and Coordinator (Spanish)

Tel: Ext. 83985

Ibrahim Ali, Amina

BA, Dip TESOL (UWI)

EFL (English as a Foreign Language) Coordinator, IELTS

Administrator

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Chirino, Ali

BA Modern Languages Major in English

Universidad Pedagógica Experimental Maracay, Venezuela

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He, Min

Master of TCSOL (Central China Normal University, China),

Master, Foreign Linguistics and Applied Linguistics (Wuhan University of Technology, China)

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MA Teaching Spanish as a Foreign Language,
(Cervantes Institute, Madrid)

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ADMINISTRATIVE STAFF

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Eversley, Marlene

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Williams, Vanessa

Administrative Assistant (Outreach)

Tel: Ext. 83896

Julia-Zoe Klasmeyer

Student Services Assistant

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Butcher, Charlene

Secretary to the Director

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Berment, Imran

Audio Visual Technician

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Ruiz, Evelyn

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Tel: Ext. 82524

Gibson, Marsha

Accounting and Clerical Assistant

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Thompson, Alviann

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Tel: Ext. 82524

Khan, Rachel

Clerical Assistant

Tel: Ext. 83621

SUPPORT STAFF

Choon, Roopchand

Office Attendant

Jagmohan, Sherwin

Office Attendant

Marshall, Stella

Cleaner

Edwards, Jaunita

Cleaner

CLL - Courses

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

Courses offered:

ARABIC	CHINESE (MANDARIN)
FRENCH	GERMAN
HINDI	ITALIAN
JAPANESE	PORTUGUESE
SPANISH	YORUBA

N.B. In order to be eligible for tests, students must attend at least 75% of classes.

Additional information can be found in a separate student handbook by the Centre for Language Learning at <http://sta.uwi.edu/fhe/ccl>.

CLL – Course Listing

List of courses with 2 credit weighting:

SEMESTER I

Course Code	Course Title	Credits
CHIN 1003	Level 1A Chinese (Mandarin)	2
FREN 1001	Level 1A French	2
FREN 1002	Level 1B French	2
FREN 1003	Level 2A French	2
FREN 1004	Level 2B French	2
FREN 1005	Level 3A French	2
JAPA 1003	Level 1A Japanese	2
SPAN 1101	Level 1A Spanish	2
SPAN 1102	Level 1B Spanish	2
SPAN 1103	Level 2A Spanish	2
SPAN 1104	Level 2B Spanish	2
SPAN 1105	Level 3A Spanish	2

SEMESTER II

Course Code	Course Title	Credits
CHIN 1004	Level 1B Chinese (Mandarin)	2
FREN 1001	Level 1A French	2
FREN 1002	Level 1B French	2
FREN 1003	Level 2A French	2
FREN 1004	Level 2B French	2
FREN 1006	Level 3B French	2
JAPA 1004	Level 1B Japanese	2
SPAN 1101	Level 1A Spanish	2
SPAN 1102	Level 1B Spanish	2
SPAN 1103	Level 2A Spanish	2
SPAN 1104	Level 2B Spanish	2
SPAN 1106	Level 3B Spanish	2

CLL Course Descriptions

Courses with 2 credit weighting

Chinese (Mandarin)

LEVEL: I

SEMESTER: 1

COURSE CODE: CHIN 1003

COURSE TITLE: LEVEL 1A CHINESE (MANDARIN)

CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course which introduces students to Mandarin Chinese and some aspects of Chinese culture and daily life. Students will develop an ability to communicate in Chinese in basic situations relating to their personal lives via exposure to the new language and culture.

ASSESSMENT:

100% in course testing:

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL: I

SEMESTER: II

COURSE CODE: CHIN 1004

COURSE TITLE: LEVEL 1B CHINESE (MANDARIN)

CREDITS: 2

PRE-REQUISITES: CHIN 1003 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course which introduces further study of Mandarin Chinese. Students will develop a minimal level of communicative competence for socializing in everyday situations.

ASSESSMENT:

100% in course testing:

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

French

LEVEL: I

SEMESTER: ALL

COURSE CODE: FREN 1001

COURSE TITLE: LEVEL 1A FRENCH

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that introduces students to the French language and to some of its cultural aspects. Students will develop an initial ability to communicate in the target language in basic situations relating to their personal lives. Students will be introduced to the concept of learner autonomy in language learning.

ASSESSMENT:

100% in course testing		
Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL: I

SEMESTER: ALL

COURSE CODE: FREN 1002

COURSE TITLE: LEVEL 1B FRENCH

NUMBER OF CREDITS: 2

PRE-REQUISITE: FREN 1001 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 1A French. Students will enhance their ability to communicate in the target language in situations relating to themselves and areas of immediate relevance. Students will continue to develop their autonomy in language learning.

ASSESSMENT:

100% in course testing		
Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL I

SEMESTER: ALL

COURSE CODE: FREN 1003

COURSE TITLE: LEVEL 2A FRENCH

CREDITS: 2

PRE-REQUISITES: FREN 1002 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 1B French. Students will be able to function increasingly independently in all four skills in familiar situations and topics.

ASSESSMENT:

100% in course testing		
Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL I

SEMESTER: ALL

COURSE CODE: FREN 1004

COURSE TITLE: LEVEL 2B FRENCH

CREDITS: 2

PRE-REQUISITES: FREN 1003 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 2A French. Students will be able to function more independently in a variety of familiar situations and topics.

ASSESSMENT:

100% in course testing		
Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL I

SEMESTER: I

COURSE CODE: FREN 1005

COURSE TITLE: LEVEL 3A FRENCH

CREDITS: 2

PRE-REQUISITES: FREN 1004 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 2B French. Students will start showing a degree of fluency in the four different skills. Students will demonstrate more of the behaviours and attitudes of independent learners.

ASSESSMENT:

100% in course testing		
Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL I

SEMESTER: II

COURSE CODE: FREN 1006

COURSE TITLE: LEVEL 3B FRENCH

CREDITS: 2

PRE-REQUISITES: FREN 1005 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 3A French. Students will be able to demonstrate increased ease when interacting whether orally or in writing. Students will demonstrate more of the behaviours and attitudes of independent learners.

ASSESSMENT:

100% in course testing		
Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

Japanese

LEVEL: I

SEMESTER: 1

COURSE CODE: JAPA 1003

COURSE TITLE: LEVEL 1A JAPANESE

CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course which introduces students to the Japanese language and some aspects of Japanese culture and daily life. Classes are conducted as far as possible in the target language to give students maximum exposure to the new language and culture. During the course, students develop an ability to communicate in Japanese in basic situations relating to their personal lives.

ASSESSMENT:

100% in course testing:

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL: I

SEMESTER: II

COURSE CODE: JAPA 1004

COURSE TITLE: LEVEL 1B JAPANESE

CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course which is the second part of the introductory Japanese programme continuing the work begun in JAPA 1003. Classes are conducted as far as possible in the target language to give students maximum exposure to the language and culture during class time. During the course, students develop an ability to communicate in Japanese in basic situations relating to their personal lives.

ASSESSMENT:

100% in course testing:

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

Spanish

LEVEL: I

SEMESTER: ALL

COURSE CODE: SPAN 1101

COURSE TITLE: LEVEL 1A SPANISH

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that introduces students to the Spanish language and to some of its cultural aspects. Students will develop an initial ability to communicate in the target language in situations relating to their personal lives. Students will be introduced to the concept of learner autonomy in language learning.

ASSESSMENT:

100% in course testing

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL 1

SEMESTER: ALL

COURSE CODE: SPAN 1102

COURSE TITLE: LEVEL 1B SPANISH

NUMBER OF CREDITS: 2

PRE-REQUISITES: SPAN 1101 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 1A Spanish. Students will enhance their ability to communicate in the target language in situations relating to themselves and areas of immediate relevance. Students will continue to develop their autonomy in language learning.

ASSESSMENT:

100% in course testing

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL: I

SEMESTER: ALL

COURSE CODE: SPAN 1103

COURSE TITLE: LEVEL 2A SPANISH

CREDITS: 2

PRE-REQUISITES: SPAN 1102 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 1B Spanish. Students will be able to function increasingly independent in all four skills in familiar situations and topics.

ASSESSMENT:

100% in course testing

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL: I

SEMESTER: ALL

COURSE CODE: SPAN 1104

COURSE TITLE: LEVEL 2B SPANISH

CREDITS: 2

PRE-REQUISITES: SPAN 1103 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 2A Spanish. Students will be able to function more independently in a variety of familiar situations and topics.

ASSESSMENT:

100% in course testing

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL: I

SEMESTER: I

COURSE CODE: SPAN 1105

COURSE TITLE: LEVEL 3A SPANISH

CREDITS: 2

PRE-REQUISITES: SPAN 1104 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 2B Spanish. Students will start showing a degree of fluency in the four different skills. Students will demonstrate more of the behaviours and attitudes of independent learners.

ASSESSMENT:

100% in course testing

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

LEVEL: I

SEMESTER: II

COURSE CODE: SPAN 1106

COURSE TITLE: LEVEL 3B SPANISH

CREDITS: 2

PRE-REQUISITES: SPAN 1105 OR EQUIVALENT

COURSE DESCRIPTION: A four skill (listening, speaking, reading and writing) course that builds on the work done in Level 3A Spanish. Students will be able to demonstrate increased ease when interacting whether orally or in writing. Students will demonstrate more of the behaviours and attitudes of independent learners.

ASSESSMENT:

100% in course testing

Two Assignments	-	20%
Mid-Semester	-	40%
End of Semester	-	40%

English as a Foreign Language (EFL)

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

What We Offer:-

GENERAL ENGLISH

These courses involve fifteen (15) hours of classes per week for a period of ten weeks. A skills-based syllabus is employed, where the grammar component receives the most weighting, with remaining hours devoted to receptive and productive skills (Listening, Speaking, Reading and Writing). Students are placed in levels according to scores obtained in a placement test.

BUSINESS ENGLISH (SUBJECT TO DEMAND)

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

EFL COURSES

COURSE TITLE: GENERAL ENGLISH

LEVEL: EFL 0101 PRE-INTERMEDIATE

PRE-REQUISITE: SATISFACTORY SCORE ON PLACEMENT TEST AND SUCCESSFUL COMPLETION OF A GENERAL ENGLISH COURSE AT ELEMENTARY LEVEL.

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

COURSE TITLE: GENERAL ENGLISH

LEVEL: EFL 0102 INTERMEDIATE COURSE

PRE-REQUISITE: SATISFACTORY SCORE ON PLACEMENT TEST AND SUCCESSFUL COMPLETION OF A GENERAL ENGLISH COURSE AT PRE-INTERMEDIATE LEVEL.

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

COURSE TITLE: GENERAL ENGLISH
LEVEL: EFL 0103 UPPER INTERMEDIATE COURSE
PRE-REQUISITE: SATISFACTORY SCORE ON PLACEMENT TEST AND SUCCESSFUL COMPLETION OF A GENERAL ENGLISH COURSE AT INTERMEDIATE LEVEL.

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

COURSE TITLE: GENERAL ENGLISH
LEVEL: EFL 0104 ADVANCED COURSE
PRE-REQUISITE: SATISFACTORY SCORE ON PLACEMENT TEST AND SUCCESSFUL COMPLETION OF A GENERAL ENGLISH COURSE AT UPPER INTERMEDIATE LEVEL.

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

DEPARTMENT OF CREATIVE AND FESTIVAL ARTS

Staff Listing

ACADEMIC STAFF

Cadette, Keith

BFA (Parson's School of Design, New York)
Lecturer
Tel: 663-2141

Crichlow, Kenwyn

BA (Lond)
Lecturer
Tel: 663-2141

Franco, Hazel

BA, MA (York University)
Instructor III and Coordinator, Dance
Tel: Ext. 83793

Gibbons, Rawle

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Headley, Harold

BM (Wisconsin), MM (Northern Illinois)
Lecturer
Tel: Ext. 83622

Mc Williams, Louis

MA (York)
Lecturer and Coordinator, Theatre Arts
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Murray, Jessel

BM, MM (Temple)
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Tel: Ext. 663-2141

Noel, Lesley-Ann

Bacharelado Industrial Design (UFPR, Brazil),
PG Dip (UNOPAR, Brazil); PG Dip (UWI)
Lecturer and Co-ordinator, Visual Arts
Tel: Ext 83624

Osborne, Anne

BM (London), MM (U. West. Ont.), PhD (Indiana), A
RCO, ARCM, LRAM, Dip Kodaly Concept, GRSM, ARAM,
Cert Ed,
Lecturer
Tel: Ext. 663-2141

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Ouditt, Steve

BFA (School of Visual Arts, New York),
MA (Goldsmiths College, U of London)
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Tel: 663-2141

Ramlal, Kelly

BA (New Hampshire), BA (UWI), MMus (Boston University)
Instructor in Music
Tel: 663-2141

Remy, Jeannine

BM, MM (Northern Illinois Uni.), PhD (Arizona)
Senior Lecturer
Tel: 663-2141

Sharma, Satanand

BM (Rochester), MM (Northern Illinois)
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Tel: 663-2141

Tull, Jo-anne

BSc, MSc, PhD (UWI)
Lecturer and Coordinator Carnival Studies
Tel: 663-2222

ARTS-IN-ACTION

Briggs, Patrice

BA, PG Dip (UWI), MA (Goldsmiths)
Creative Development Officer and Part-time Lecturer
Tel: Ext. 82377

George, Marvin

BA (UWI), MA (Leeds)
Artistic Director and Part-time Lecturer
Tel: Ext. 82377

Goddard, Alicia

Projects Assistant
Tel: Ext. 82377

La Caille, Brendon

BA (UWI)
Business Development Officer and Part-Time Lecturer
Tel: Ext. 82377

Quamina, Camille

BA (UWI)
Creative Development Officer and Part-Time Lecturer
Tel: Ext. 82377

ADMINISTRATIVE STAFF

Administrative Assistant - Productions
Tel: Ext. 83792

McCollin, Roger Allen

Technical Assistant I
Tel. Ext. 83621

Cruikshank, Maria

Clerical Assistant II
Tel: 663-2141

Barrimond, Yvette

Secretary
Tel: Ext. 82376

Placide, Sheldon

Library Assistant II
Tel: Ext. 83495

Quarless, Roberta

Clerical Assistant II
Tel. Ext. 83791

Springer, Nadine

Administrative Assistant
Tel: Ext. 83622 / 83624

Surrey-Lezama, Josette

Clerical Assistant II
Tel. Ext. 83622

Wellington, Michelle

Clerical Assistant II
Tel. Ext. 82510

SUPPORT STAFF

Atwell, Ann Marie

Cleaner

Bernard, Shevon

Cleaner

Fletcher, Sharon

Cleaner

Freeman, Harold

Messenger

Holder, Sheldon

General Maintenance Assistant

Kamuzu-George, Shani

Cleaner

Certificate Programmes

Certificate in Carnival Arts

(NOT OFFERED 2013/2014)

COURSE LISTING

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
CANV	Elements of Design	2
CANV	Introduction to Materials Innovation	2
CANV	Mas Design Project I	2
THEA 0601	Caribbean Lab	2

LEVEL I

SEMESTER II

Course Code	Course Title	Credits
CANV	Mas As Art	2
CANV	Traditions of the Caribbean	
	Masquerade	2
CANV	Mas Design Project II	2
DANC 0804	Fundamentals of Choreography	2

Certificate in Dance and Dance Education

COURSE LISTING

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
DANC 0801	Caribbean Dance History	2
DANC 0802	Caribbean Folk Dance	2
DANC 0803	Dance Education I	2
THEA 0601	Caribbean Lab	2

LEVEL I

SEMESTER II

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

LEVEL I

SEMESTER I (SEPTEMBER TO DECEMBER 3RD SEMESTER)

Course Code	Course Title	Credits
DANC 0808	Final Research Project	2
DANC 0809	Teaching Practice	2

Certificate in Music

COURSE LISTING

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
MUSC 0001	General Musicianship I	2
MUSC 0201	Applied Music I	2
THEA 0601	Caribbean Lab	2
FDMU 0005	Preparatory Academic Writing	0

LEVEL I

SEMESTER II

Course Code	Course Title	Credits
MUSC 0002	General Musicianship II	2
MUSC 0101	Musicology I	2
MUSC 0202	Applied Music II	2
MUSC 1005	Introduction to World Music	3

LEVEL II

SEMESTER I

Course Code	Course Title	Credits
MUSC 0005	General Musicianship III	2
MUSC 0206	Applied Music III	2
MUSC 0602	Introduction to Music Learning	2
MUSC 0406	Practical Ear Training	2

LEVEL II

SEMESTER II

Course Code	Course Title	Credits
MUSC 0207	Applied Music IV	2
MUSC 0604	General Music Methods	2
MUSC 0407	Fundamentals of Pan Arranging	2
MUSC 0408	Music Literature of The Steelpan	2

Students are required to complete all the courses listed above in order to be granted the Certificate in Music.

Certificates in Theatre Arts

There are two certificate programmes in theatre arts:

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

Practitioner's Certificate in Drama/ Theatre in Education

COURSE LISTING

LEVEL I

SEMESTER I

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

LEVEL I

SEMESTER II

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

Certificate in Technical Theatre Production

COURSE LISTING

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
THEA 0709	Scene and Costume Production I	2
THEA 0601	Caribbean Lab	2
THEA 0713	Lighting Design	2
THEA 0714	Sound Design	2

LEVEL I

SEMESTER II

Course Code	Course Title	Credits
THEA 0711	Production Management and Marketing	2
THEA 0712	Scene and Costume Design II	2
THEA 0708	Stage Management	2
THEA 0710	Lighting and Sound Production	2

Certificate in Visual Arts

COURSE LISTINGS

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
VART 0019	Basic Design I	2
VART 0119	Certificate Workshop I	2
VARTS 0219	Certificate Drawing I	2
THEA 0601	Caribbean Lab	2

LEVEL I

SEMESTER II

Course Code	Course Title	Credits
VART 0016	Basic Design II	2
VART 0116	Certificate Workshop II	2
VART 0216	Certificate Drawing II	2
VART 0602	Carnival and Cultural Spectacle	2

LEVEL II

SEMESTER I

Course Code	Course Title	Credits
VART 0017	Basic Design. III	2
VART 0117	Certificate Workshop III	2
VART 0217	Certificate Drawing III	2
VART 0603	Artist Studio	2

LEVEL II

SEMESTER II

Course Code	Course Title	Credits
VART 0018	Basic Design IV	2
VART 0118	Certificate Workshop IV	2
VART 0218	Certificate Drawing IV	2
VART 0604	Cultural Organisations	2

Degree Programmes Majors, Specials / Double Majors

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

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

The Majors/Specials/Double Majors in the Department of Creative and Festival Arts are as follows:

Major in Carnival Studies

(36 CREDITS)

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

COURSE LISTING

LEVEL I

Course Code	Course Title	Credits
CANV 1701	Carnival and Society	3
THEA 1004	Introduction to Cultural Research Methods	3
FOUN 1001	English for Academic Purposes	3
CANV 1702	Mas: History, Development and Meaning	3
CANV 1005	Introduction to Business for the Arts	3
FOUN 1102	Academic Writing for Different Disciplines	3

PLUS 12 additional Level I credits (i.e. 4 courses of which a maximum of 3 courses could be from Out of Faculty)

LEVEL II

Course Code	Course Title	Credits
CANV 3058	Economics of Culture	3
THEA 2007	Festivals, Drama and Society	3
THEA 2010	Critical Readings in Caribbean Arts and Culture	3
FOUN 1301	Law, Governance, Economy in Society	3
CANV 2702	Trinidad Calypso: History, Development and Meaning	3
CANV 2012	Enterprise Internships in the Arts	3
THEA 2011	Critical Readings in Caribbean Arts and Culture II	3
FOUN 1210	Science, Medicine, Technology in Society	3

PLUS 6 additional Level II/III credits (i.e. 2 FHE or out of Faculty courses)

LEVEL III

Course Code	Course Title	Credits
CANV 3004	Economics of Copyright	3
CANV 3499	Festival Project (year-long)	6
CANV 3602	Festival Management	3

PLUS 18 additional Level II/III credits (i.e. 6 courses of which a maximum of 3 courses could be from out of Faculty)

Major in Dance

COURSE LISTING

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
DANC 1303	Caribbean Dance	3
PYED 1003	Anatomy and Physiology	3
FOUN 1001	English for Academic Purposes	3
	Elective	3
	Elective	3

LEVEL I

SEMESTER II

Course Code	Course Title	Credits
DANC 1012	Ballet Technique 1	3
DANC 1013	Dance History	3
DANC 1014	Dance Composition I	3
FOUN 1102	Academic Writing for Different Disciplines	3
	Elective	3

LEVEL II

SEMESTER I

Course Code	Course Title	Credits
DANC 2011	Indian Dance 1	3
DANC 2012	Dance Composition II	3
THEA 2010	Critical Readings in Arts & Culture 1	3
FOUN 1210	Science, Medicine, Technology in Society	3
	Elective	3

LEVEL II

SEMESTER II

Course Code	Course Title	Credits
DANC 2013	Modern Dance Technique 1	3
DANC 2014	Dance Education	3
THEA 2011	Critical Readings in Arts & Culture II	3
FOUN 1301	Law, Governance, Economy in Society	3
	Elective	3

LEVEL III

SEMESTER I

Course Code	Course Title	Credits
DANC 3010	Modern Dance Technique 2	3
THEA 3301	The Theory & Practice of Educative Theatre I	3
CANV 3099	Festival Project	

OR

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Course Code	Course Title	Credits
HUMN 3099	Caribbean Studies	
	Elective	3
	Elective	3

LEVEL III

SEMESTER II

Course Code	Course Title	Credits
DANC 3012	Dance and Caribbean Festivals	3
DANC 3013	The Art & Fundamentals of Choreography	3
CANV 3099	Festival Project	
OR		
HUMN 3099	Caribbean Studies	6
	Elective	3
	Elective	3

RECOMMENDED ELECTIVES FOR DANCE

MAJORS

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
THEA 1004	Introduction to Cultural Research Methods	3
DANC 1010	Introduction to Movement Analysis	3

LEVEL I

SEMESTER II

Course Code	Course Title	Credits
DANC 1011	Dance Injuries and Conditioning	3

LEVEL II

SEMESTER I

Course Code	Course Title	Credits
DANC 2010	Music for Dance	3

LEVEL II

SEMESTER II

Course Code	Course Title	Credits
DANC 2015	Indian Dance II	3

LEVEL III

SEMESTER I

Course Code	Course Title	Credits
DANC 3011	Festival Dance Ensemble I	3
DANC 3015	Repertory (Artiste in Residence)	3

LEVEL III

SEMESTER II

Course Code	Course Title	Credits
DANC 3014	Festival Dance Ensemble II	3

Special in Musical Arts
(54 CREDITS)

COURSE LISTING

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

The principal instruments offered are steelpan, piano, voice and percussion (orchestral), woodwinds and brass. However, in the first semester of study ALL music majors are required to take pan lessons.

LEVEL I

Course Code	Course Title	Credits
MUSC 1102	Aural Training I *	3
MUSC 1103	Music Theory I*	3
(For students without Grade 7 in theory)		
MUSC 1105	Aural Training II *	3
MUSC 1106	Music Theory II*	3
MUSC 1211	History of Western Music I*	3
MUSC 1212	History of Western Music II*	3
MUSC 1401	Performance I *	3
MUSC 1402	Performance II *	3
MUSC 1199	UWI Arts Chorale	6
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines (Opt. A or B)	3

LEVEL II

Course Code	Course Title	Credits
MUSC 2002	Pan Theory and Practice I	3
MUSC 2003	Pan Arranging I *	3
MUSC 2004	Pan Arranging II	3
MUSC 2005	Performance III *	3
MUSC 2006	Performance IV *	3
MUSC 2007	Musics of the Caribbean	3
MUSC 2008	Steelpan History and Development *	3
MUSC 2101	Composition (II/III)	3
MUSC 2202	Indian Music (Classical) *	3
MUSC 2501	Jazz Theory I (II/III)	3
MUSC 2502	Jazz Theory II (II/III)	3
THEA 2010	Critical Readings in Caribbean Arts and Culture I *	3
THEA 2011	Critical Readings in Caribbean Arts and Culture II	3
FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1301	Law, Governance, Economy and Society	3

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LEVEL III

Course Code	Course Title	Credits
MUSC 3003	Arranging for Calypso Bands I	3
MUSC 3004	Arranging for Calypso Bands II	3
MUSC 3102	Choral Techniques **	3
MUSC 3103	Steel Orchestra Techniques **	3
MUSC 3201	Choral Arranging **	3
MUSC 3305	Performance V *	3
MUSC 3306	Performance VI *	3
MUSC 3501	Music Education I **	3
MUSC 3502	Music Education II **	3
MUSC 3503	Music Therapy	3
HUMN 3099	Caribbean Studies	6

OR

CANV 3499 Festival Project * 6

OR

an equivalent course
* Compulsory course for Music Majors
** Recommended for Music Teachers for Certificate to satisfy Ministry of Education teaching certification.

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

Major in Theatre Arts

(36 CREDITS)

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

LEVEL I

Course Code	Course Title	Credits
LITS 1201	Elements of Drama	3
THEA 1004	Introduction to Cultural Research Methods	3
THEA 1203	Production I A *	3
THEA 1204	Production I B *	3
THEA 1205	Western Theatre History *	3
THEA 1216	Performance I *	3
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines	3

LEVEL II

Course Code	Course Title	Credits
THEA 2007	Festivals, Drama and Society *	3
THEA 2008	Modern Theatre	3
THEA 2010	Critical Readings in Caribbean Arts and Culture I *	3
THEA 2011	Critical Readings in Caribbean Arts and Culture II *	3
THEA 2206	Directing I *	3
THEA 2207	Caribbean Drama *	3
THEA 2208	Performance II	3
THEA 2299	Production II *	3

FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1301	Law, Governance, Economy and Society	3

LEVEL III

Course Code	Course Title	Credits
THEA 3103	Asian and African Theatre	3
THEA 3203	Directing II	3
THEA 3204	Playwriting	3
THEA 3205	Seminars in Contemporary Theatre	3
THEA 3301	Theory & Practice of Educative Theatre I	3
THEA 3302	Theory and Practice of Educative Theatre II	3
THEA 3307	Caribbean Performance	3
HUMN 3099	Caribbean Studies	6

OR

CANV 3499 Festival Project 6

OR an equivalent course

PLUS 3 additional Level II/III credits (i.e. 1 course)

Special in Visual Arts

(54 CREDITS)

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

LEVEL I

Course Code	Course Title	Credits
VART 1404	ICT and Design Foundations	3
VART 1405	Three-Dimensional Design	3
VART 1406	Colour and Materials	3
VART 1501	Drawing Introductory Techniques	3
VART 1803	Drawing I	3
VART 1904	History of Art, Design and Architecture with Relevance to the Caribbean I	3
VART 1905	History of Art, Design and Architecture with Relevance to the Caribbean II	3
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines (Option A or B)	3

Elective:

VART 1001	Visual Arts and Communication Studies	3
VART 1103	Introduction to Art Education: Philosophy and Practice of the Art Teacher I	3
VART 1104	Introduction to Art Education: Philosophy and Practice of the Art Teacher II	3

LEVEL II

Course Code	Course Title	Credits
(Concentration in Fine Art):		
VART 2013	Fine Art I	3
VART 2014	Fine Art II	3
VART 2201	Fine Art Laboratory I	3
VART 2202	Fine Art Laboratory II	3

OR

(Concentration in Design):		
VART 2027	Design I	3
VART 2028	Design II	3
VART 2029	Design Laboratory I	3
VART 2030	Design Laboratory II	3

Elective

VART 2025	Surface Design and Technology I	3
VART 2026	Surface Design and Technology II	3
VART 2031	Costume Fabrication I	3
VART 2032	Costume Fabrication II	3
VART 2033	Ideas in Design Culture I	3
VART 2034	Ideas in Design Culture II	3
VART 2101	Art Education: Philosophy and Practice (Curriculum)	3
VART 2102	Art Education: Philosophy and Practice (Teaching Observation)	3
VART 2323	Film and Video I	3
VART 2324	Film and Video II	3
VART 2401	Landscape Design I	3
VART 2402	Landscape Design II	3
VART 3399	Film and Video III	6

PLUS

THEA 2010	Critical Readings in Caribbean Arts and Culture I	3
THEA 2011	Critical Readings in Caribbean Arts and Culture II	3
FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1301	Law, Governance, Economy and Society	3

PLUS 6 additional Level II/III FHE or out of Faculty credits (i.e. 2 courses)

LEVEL III

Course Code	Course Title	Credits
VART 3099	Design Studio III	6
VART 3199	Seminar in Caribbean Art and Aesthetics	6
VART 3050	Design III	6
VART 3051	Design Laboratory III	6
VART 3030	Design Research Seminar	6

OR

VART 3011	Fine Art III	6
VART 3012	Fine Art Laboratory III	6
VART 3020	Fine Art Research Seminar	6

PLUS 6 additional FHE or out of Faculty credits (i.e. 2 courses)

Minors

Students are required to declare any minor(s) being pursued by the first Semester of their final year. Students will at the end of the degree programme be certified as attaining a minor in a particular discipline where they have satisfied the requirements for that minor.

Minor in Cultural Studies

Level I pre-requisites are THEA 1004 Introduction to Cultural Research Methods and CANV 1005 Introduction to Business for the Arts. Level III co-requisite is CANV 3602.

Course Code	Course Title	Credits
CANV 3058	Economics of Culture	3
THEA 2010	Critical Readings in Caribbean Arts and Culture I	3
THEA 2011	Critical Readings in Caribbean Arts and Culture II	3
CANV 2012	Enterprise Internships in the Arts	3
CANV 3499	Festival Project	3

Minor in Music

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

Course Code	Course Title	Credits
MUSC 2005	Performance III	3
CANV 2702	Trinidad Calypso: History, Development and Meaning	3
MUSC 2008	Steelpan History and Development	3
CANV 3058	Economics of Culture	3
MUSC 3103	Steel Orchestral Techniques	3
MUSC 3501	Music Education I	3

AND any other level II or III Music course

Minor in Theatre Arts

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

Bachelor of Arts Programmes - Course Listings

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

Carnival Studies

Course Code	Course Title	Credits
CANV 1005	Introduction to Business for the Arts	3
CANV 1701	Carnival and Society	3
CANV 1702	Mas: History, Development & Meaning	3
CANV 2012	Enterprise Internship in the Arts	3
CANV 2702	Trinidad Calypso: History	3
CANV 3004	The Economics of Copyright	3
CANV 3499	Festival Project	6
CANV 3602	Festival Management	3
CANV 3058	The Economics of Culture	3

Music

Course Code	Course Title	Credits
MUSC 1102	Aural Training I	3
MUSC 1103	Music Theory I	3
MUSC 1105	Aural Training II	3
MUSC 1106	Music Theory II	3
MUSC 1199	Choral Ensemble/Choir	6
MUSC 1211	History of Western Music I	3
MUSC 1212	History of Western Music II	3
MUSC 1401	Performance I	3
MUSC 1402	Performance II	3
MUSC 2002	Pan Theory and Practice I	3
MUSC 2003	Pan Arranging I	3
MUSC 2004	Pan Arranging II	3
MUSC 2005	Performance III	3
MUSC 2006	Performance IV	3
MUSC 2007	Musics of the Caribbean	3
MUSC 2008	Steelpan History and Development	3
MUSC 2101	Composition	3
MUSC 2202	Indian Music (Classical)	3
MUSC 2501	Jazz Theory I	3
MUSC 2502	Jazz Theory II	3
MUSC 3003	Arranging for Calypso Bands I	3
MUSC 3004	Arranging for Calypso Bands II	3
MUSC 3102	Choral Techniques	3
MUSC 3103	Steel Orchestra Techniques	3
MUSC 3201	Choral Arranging	3
MUSC 3305	Performance V	3
MUSC 3306	Performance VI	3
MUSC 3501	Music Education I	3
MUSC 3502	Music Education II	3
MUSC 3503	Music Therapy	3

Theatre Arts

Course Code	Course Title	Credits
THEA 1004	Introduction to Cultural Research Methods	3
THEA 1203	Production I A	3
THEA 1204	Production I B	3
THEA 1205	Western Theatre History	3
THEA 1216	Performance I	3
THEA 2008	Modern Theatre	3
THEA 2007	Festival, Drama and Society	3
THEA 2010	Critical Readings in Caribbean Arts and Culture I	3
THEA 2011	Critical Readings in Caribbean Arts and Culture II	3
THEA 2206	Directing I	3
THEA 2207	Caribbean Drama	3
THEA 2208	Performance II	3
THEA 2299	Production II	3
THEA 3103	Asian and African Theatre	3
THEA 3203	Directing II	3
THEA 3204	Playwriting	3
THEA 3205	Seminars in Contemporary Theatre Theory and Practice of Educative Theatre I	3
THEA 3301	Theory and Practice of Educative Theatre II	3
THEA 3302	Caribbean Performance	3
THEA 3307		

Visual Arts

Course Code	Course Title	Credits
VART 1001	Visual Arts and Communications Studies	3
VART 1103	Introduction to Art Education I	3
VART 1104	Introduction to Art Education II	3
VART 1404	Information and Communication Technology and Design Foundation	3
VART 1405	Three Dimensional Design	3
VART 1406	Colour and Materials	3
VART 1501	Drawing Introductory Techniques	3
VART 1803	Drawing I	3
VART 1904	History of Art, Design and Architecture with Relevance to the Caribbean I*	3
VART 1905	History of Art, Design and Architecture with Relevance to the Caribbean II	3
VART 2013	Fine Art I	3
VART 2014	Fine Art II	3
VART 2025	Surface Design and Technology	3
VART 2026	Surface Design and Technology II	3
VART 2027	Design I	3
VART 2028	Design II	3
VART 2029	Design Laboratory I	3
VART 2030	Design Laboratory II	3
VART 2031	Costume Fabrication I	3
VART 2032	Costume Fabrication II	3
VART 2041	Ideas in Design Culture	3
VART 2042	Ideas in Design Culture II	3
VART 2035	Ceramics I	3

VART 2036	Ceramics II	3
VART 2044	Art Education: Philosophy and Practice	3
VART 2101	Art Education: Philosophy and Practice (Curriculum) I	3
VART 2102	Art Education: Philosophy and Practice (Teaching Observation) II	3
VART 2201	Fine Art Laboratory I	3
VART 2202	Fine Art Laboratory II	3
VART 2323	Film and Video I	3
VART 2324	Film and Video II	3
VART 2400	Landscape Design Project	6
VART 2401	Landscape Design 1	3
VART 2402	Landscape Design 2	3
VART 2037	Ideas in Contemporary Art 1	3
VART 2043	Ideas in Contemporary Art 2	3
VART 3020	Fine Art Research Seminar	6
VART 3399	Film and Video III	6
VART 3005	Art Education: Teaching Field Days	3
VART 3027	Design III	6
VART 3029	Design Laboratory III	6
VART 3030	Design Research Seminar	6
VART 30113	Fine Art III	6
VART 3201	Fine Art Laboratory III	6
VART 3011	Fine Art Research Seminar	6

Certificate Programmes - Course Descriptions

Carnival Arts

NOT OFFERED 2013/2014

LEVEL: I

SEMESTER: I

COURSE CODE: CANV

COURSE TITLE: ELEMENTS OF DESIGN

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course looks at the generation of form and the elements used in their design. It is an introduction to the main elements of design: point, line, shape and colour. Students will be encouraged to investigate the properties and applications of these elements. The course is tailored specifically for the beginner student at the Certificate and as such is designed to give students a basic working knowledge of the foundational elements of design, which are essential tools for the further study and use in the creation of all two-dimensional/three-dimensional visual work.

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: I

COURSE CODE: CANV

COURSE TITLE: INTRODUCTION TO MATERIALS INNOVATION

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course offers a broad overview of the materials and materials techniques used in Mas Design. The course takes its point of departure from basic design principles and practice, which advocate the strategic choice and use of materials for the construction of a design. Inherent in this notion is the need to understand the nature, composition and potential uses of various types of materials in conceptualising a design and in fashioning that design idea.

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: I

COURSE CODE: CANV

COURSE TITLE: MAS DESIGN PROJECT I

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is a practical-based course that seeks to hone the design skills of students with respect to carnival masquerade. The course is considered the first part of the certificate's capstone training in carnival arts and design. As such, the course draws on the basic principles of visual arts design as taught in the course Design Elements. Students are also expected to incorporate and be guided by the content of the course Introduction to Materials Innovation. As such the course seeks to offer a strong platform in visual art design as the point of departure for conceptualising and designing masquerade pieces.

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0601

COURSE TITLE: CARIBBEAN LAB

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

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

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

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: II

COURSE CODE: CANV

COURSE TITLE: TRADITIONAL MASQUERADES OF THE CARIBBEAN

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This Course is designed to introduce students to the ritual of masking and traditional masquerade within the Caribbean and to encourage discussion on their meaning, significance and impact on Caribbean cultural development and Caribbean ontology. The course encourages students to examine and assess traditional masquerades and masking of the Caribbean through a historio-socio-cultural standpoint.

ASSESSMENT:

Coursework 60% Exam 40%

LEVEL: I

SEMESTER: II

COURSE CODE: CANV

COURSE TITLE: MAS AS ART

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course engages students in the creation and study of Mas as a visual art form, locating it within the study of Caribbean art. It focuses on the expressions and practices within the visual arts that have referenced the aesthetics of Mas and Carnival, as well as the ways in which major expressions of art have influenced Mas and Carnival and practices.

ASSESSMENT:

Coursework 60% Exam 40%

LEVEL: I

SEMESTER: II

COURSE CODE: CANV

COURSE TITLE: MAS DESIGN PROJECT II

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course represents the second part of the certificate's capstone training in carnival arts and design. As with Mas Design Project I, this course is practice-based. Mas Design Project II focuses on honing students' skills in the management and execution of a mas design project based on the conception and design work completed under Mas Design Project I. In addition to attending class, students are expected to locate a space and operate it as a mas camp setting. Within this context, students are required to manage and execute the construction and exhibition of two individual costumes, two section designs, and one innovative iconic fashion piece based on their Semester One MDP I designs. Students will be required to plan and implement a final public group exhibition and showcase of their work.

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: II

COURSE CODE: DANC 0804

COURSE TITLE: FUNDAMENTALS OF CHOREOGRAPHY

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

Course Content:

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

ASSESSMENT:

Coursework 100%

Dance and Dance Education

LEVEL: I

SEMESTER: I

COURSE CODE: DANC 0801

COURSE TITLE: CARIBBEAN DANCE HISTORY

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework 40% Examination 60%

LEVEL: I

SEMESTER: I

COURSE CODE: DANC 0802

COURSE TITLE: CARIBBEAN FOLK DANCE

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: I

COURSE CODE: DANC 0803

COURSE TITLE: DANCE EDUCATION I

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0601

COURSE TITLE: CARIBBEAN LAB

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

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

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

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: II

COURSE CODE: DANC 0804

COURSE TITLE: FUNDAMENTALS OF CHOREOGRAPHY

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

Course Content:

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

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: II

COURSE CODE: DANC 0805

COURSE TITLE: TEACHING METHODOLOGY

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course introduces students to the basic strategies in teaching Dance in Education. The course places emphasis on understanding the principles and concepts applied to the methods of teaching and prepares the student for teaching practice in Semester III.

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: II

COURSE CODE: DANC 0806

COURSE TITLE: DANCE TECHNIQUE (PERFORMANCE)

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: II

COURSE CODE: DANC 0807

COURSE TITLE: DANCE EDUCATION II

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Students will be introduced to the literacy of the language of dance in order to use this natural facility as a means of communication and self-expression. Exploration of movement that promotes a recognition and appreciation of Caribbean dance will be studied as it relates to other subject areas within the curriculum. SEMP and CSEC/CXC curricula are examined.

ASSESSMENT:

Coursework 40% Examination 60%

LEVEL: I

SEMESTER: I

COURSE CODE: DANC 0808

COURSE TITLE: FINAL RESEARCH PROJECT

NUMBER OF CREDITS: 2

PRE-REQUISITES: PASS IN ALL COMPULSORY SEMESTER I AND II DANCE COURSES

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

ASSESSMENT

Coursework 100%

LEVEL:

SEMESTER: I

COURSE CODE: DANC 0809

COURSE TITLE: TEACHING PRACTICE

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course will enable the student-teacher to apply the theories of Dance Education and Teaching Methodology to the curriculum at either Primary and Secondary schools over the course of one semester. Teachers will be required to develop their respective units and lesson plans for assessment and implementation. This aspect of the Dance and Dance Education programme will be individually supervised.

ASSESSMENT:

Coursework 100%

Certificate in Music

LEVEL: I

SEMESTER: I

COURSE CODE: FDMU 0005

COURSE TITLE: PREPARATORY ACADEMIC WRITING

NUMBER OF CREDITS: 0

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course examines specific strategies and content designed for students who need to enhance their basic competence in comprehension, formal essay writing, the mechanics of Standard English and research and documentation skills applicable to beginning formal academic writing at the tertiary level and research and documentation skills in line with the current MLA format. It also serves as a holistic forerunner to foundation academic writing courses applicable to an undergraduate degree in Musical Arts.

There will be one lecture and tutorial weekly.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: I

SEMESTER: I

COURSE CODE: MUSC 0001

COURSE TITLE: GENERAL MUSICIANSHIP I

NUMBER OF CREDITS: 2

PRE-REQUISITES: ABILITY TO READ MUSIC

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

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: I

SEMESTER: II

COURSE CODE: MUSC 0002

COURSE TITLE: GENERAL MUSICIANSHIP II

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0001

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

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I

COURSE CODE: MUSC 0005

COURSE TITLE: GENERAL MUSICIANSHIP III

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0002

COURSE DESCRIPTION: This consists of theory: diatonic, common-practice harmony, two-part counterpoint and further development of aural skills.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: I

SEMESTER: II

COURSE CODE: MUSC 0101

COURSE TITLE: MUSICOLOGY I

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 0001

COURSE DESCRIPTION: This is a survey of western “European” art music literature and history from antiquity to the 20th century.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: I

SEMESTER: I AND II

COURSE CODE: MUSC 0201

COURSE TITLE: APPLIED MUSIC I

NUMBER OF CREDITS: 2

PRE-REQUISITES: ABILITY TO READ MUSIC

COURSE DESCRIPTION: This course consists of two components: (i) vocal or instrumental lessons (ii) ensemble (vocal or instrumental). Non-Steelpan concentrations MUST register for one semester of steelpan lessons.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: I

SEMESTER: I AND II

COURSE CODE: MUSC 0202

COURSE TITLE: APPLIED MUSIC II

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0201

COURSE DESCRIPTION: This course consists of two components: (i) vocal or instrumental lessons (ii) ensemble (vocal or instrumental). Non-Steelpan concentrations MUST register for one semester of steelpan lessons.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I AND II

COURSE CODE: MUSC 0206

COURSE TITLE: APPLIED MUSIC III

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0202

COURSE DESCRIPTION: This course consists of two components: (i) vocal or instrumental lessons (ii) ensemble (vocal or instrumental). Non-Steelpan concentrations MUST register for one semester of steelpan lessons.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I AND II

COURSE CODE: MUSC 0207

COURSE TITLE: APPLIED MUSIC IV

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0206

COURSE DESCRIPTION: This course consists of two components: (i) vocal or instrumental lessons (ii) ensemble (vocal or instrumental). Non-Steelpan concentrations MUST register for one semester of steelpan lessons.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I

COURSE CODE: MUSC 0406

COURSE TITLE: PRACTICAL EAR TRAINING

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0002

COURSE OBJECTIVES: By the end of this course students will be able to

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

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

COURSE DESCRIPTION:

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: II

COURSE CODE: MUSC 0407

COURSE TITLE: FUNDAMENTALS OF PAN ARRANGING

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0002 OR MUSC 0202

COURSE DESCRIPTION:

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: II

COURSE CODE: MUSC 0408

COURSE TITLE: MUSIC LITERATURE OF THE STEELPAN

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

Topics to be covered include:

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I

COURSE CODE: MUSC 0602

COURSE TITLE: INTRODUCTION TO MUSIC LEARNING

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0002

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

ASSESSMENT:

Coursework	100%
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LEVEL: II

SEMESTER: II

COURSE CODE: MUSC 0604

COURSE TITLE: GENERAL MUSIC METHODS

NUMBER OF CREDITS: 2

PRE-REQUISITES: MUSC 0602

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

ASSESSMENT:

Coursework	100%
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LEVEL: I

SEMESTER: II

COURSE CODE: MUSC 1005

COURSE TITLE: INTRODUCTION TO WORLD MUSIC

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This foundation course aims to foster an understanding the music of some of the world's peoples and is intended to give a clearer appreciation of some cultural roots and music origins of ethnic groups that make up the Caribbean. Selected regions of Africa, India, China, Japan, Indonesia and Brazil will be the focus. The examination of musical characteristics that define the main folk and traditional music genres of these regions will enable students to aurally identify origins of such music in different contexts. Knowledge of the uses and functions of music in such societies, terminology used to describe the music, folk music in a context of tradition and change, and music learning from a cross-cultural perspective will prepare students for contemporary music making where fusing of the world's musical resources by composers and performers is the trend.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0601

COURSE TITLE: CARIBBEAN LAB

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

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

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

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

ASSESSMENT:

Coursework	100%
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Practitioner's Certificate in Drama / Theatre-in-Education

LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0501

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

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0502

**COURSE TITLE: ROLE PLAY AND IMPOVISATION FOR
ACTOR-TEACHERS AND TEAM-TEACHING**

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: This course prepares the participant for improvisation and role-play and develops creativity as well as the communications skills necessary for TIE productions.

ASSESSMENT:

Coursework	100%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0503

COURSE TITLE: DEVELOPMENTAL DRAMA AND DANCE

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: Alternative genres of group presentation and experiential dramatic experiences are studied: performance art, museum drama, celebration theatre, story theatre, theatre sports, puppetry and masks, dance drama, interpretive movement, etc.

ASSESSMENT:

Coursework	100%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0504

**COURSE TITLE: THEATRE FOR CHILDREN AND YOUNG
PEOPLE**

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: The theoretical and practical study of "audience-centred theatre activity": its philosophy and method as well as the pedagogy and psychology of children's and young people's theatre and its audience.

ASSESSMENT:

Coursework	100%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0505

**COURSE TITLE: THEATRE-IN-EDUCATION (TIE) AND
EDUCATIVE THEATRE**

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: An introduction to Theatre-In-Education, tracing its routes to recent changes in both education and theatre, its relationship to pure theatre and its educational aims and assertions.

ASSESSMENT:

Coursework	100%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0506

COURSE TITLE: FINAL PROJECT

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: Students will devise, justify and facilitate a Drama-In-Education or project with a group of their choosing.

ASSESSMENT:

Coursework	100%
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LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0509

COURSE TITLE: STAGECRAFT

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: The course will provide students with the fundamentals of stage management, set and costume design and make-up. Students will be equipped to handle these basic skills in school productions.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0601

COURSE TITLE: CARIBBEAN LAB

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	100%
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Technical Theatre Production

LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0601

COURSE TITLE: CARIBBEAN LAB

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	100%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0708

COURSE TITLE: STAGE MANAGEMENT

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0709

COURSE TITLE: SCENE AND COSTUME PRODUCTION I

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0710

COURSE TITLE: LIGHTING AND SOUND PRODUCTION

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0711

COURSE TITLE: PRODUCTION MANAGEMENT AND MARKETING

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: II

COURSE CODE: THEA 0712

COURSE TITLE: SCENE AND COSTUME DESIGN II

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: The practical application of scene and costume design (including properties, makeup and masks).

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0713

COURSE TITLE: LIGHTING DESIGN

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: To design, create and execute plans that effectively illuminate a given production, incorporating a directorial concept.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0714

COURSE TITLE: SOUND DESIGN

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework	60%	Examination	40%
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Visual Arts

LEVEL: I

SEMESTER: II

COURSE CODE: VART 0016

COURSE TITLE: BASIC DESIGN II

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: VART 0019

COURSE TITLE: BASIC DESIGN I

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: II

COURSE CODE: VART 0116

COURSE TITLE: CERTIFICATE WORKSHOP II

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: VART 0119

COURSE TITLE: CERTIFICATE WORKSHOP I

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: An introduction to the techniques and methods of studio production in a variety of materials.

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: VART 0219

COURSE TITLE: CERTIFICATE DRAWING I

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: An introduction to drawing as the basis of all work in the Visual Arts.

ASSESSMENT:

Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: THEA 0601

COURSE TITLE: CARIBBEAN LAB

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework 100%

LEVEL: I

SEMESTER: II

COURSE CODE: VART 0216

COURSE TITLE: CERTIFICATE DRAWING II

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: An introduction to drawing of the human figure.

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: II

COURSE CODE: VART 0602

COURSE TITLE: CARNIVAL AND

CONTEMPORARY SPECTACLE

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: An introduction to the tradition of design in Carnival and a review of contemporary art and design issues.

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: VART 0017

COURSE TITLE: BASIC DESIGN III

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: This is an introduction to the structural concepts in 3-D design. The course is done over Semester I and involves work in various materials and is aimed at developing skills and creative approaches to art expression and production.

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: VART 0117

COURSE TITLE: CERTIFICATE WORKSHOP III

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: VART 0217

COURSE TITLE: CERTIFICATE DRAWING III

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: This course offers an introduction to Technical Drawing.

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: I

SEMESTER: I

COURSE CODE: VART 0603

COURSE TITLE: THE ARTIST STUDIO

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: II

SEMESTER: II

COURSE CODE: VART 0018

COURSE TITLE: BASIC DESIGN IV

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: This is a design project that is developed in conjunction with course lecturer.

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: II

SEMESTER: II

COURSE CODE: VART 0118

COURSE TITLE: CERTIFICATE WORKSHOP IV

NUMBER OF CREDITS: 2

PRE-REQUISITES:

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

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: II

SEMESTER: II

COURSE CODE: VART 0218

COURSE TITLE: CERTIFICATE DRAWING IV

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: This is a Drawing project developed in conjunction with course lecturer.

ASSESSMENT:

Coursework Portfolio 100%

LEVEL: II

SEMESTER: II

COURSE CODE: VART 0604

COURSE TITLE: CULTURAL ORGANISATIONS

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: An introduction to the role and function of cultural organisations. Research of practices, aims and objectives.

ASSESSMENT:

Coursework Portfolio 100%

Degree Programmes - Course Descriptions

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

Carnival Studies Courses

OPEN TO ALL UWI STUDENTS

Courses are 3 credits except CANV 3499 which is 6 credits

LEVEL I

SEMESTER: II

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 1005

COURSE TITLE: INTRODUCTION TO BUSINESS FOR THE ARTS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	40%	Final Exam	60%
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LEVEL I

SEMESTER: I

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 1701

COURSE TITLE: CARNIVAL AND SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL I

SEMESTER: II

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 1702

COURSE TITLE: MAS: HISTORY, DEVELOPMENT AND MEANING

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: II

SEMESTER: II

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 2012

COURSE TITLE: ENTERPRISE INTERNSHIPS IN THE ARTS

NUMBER OF CREDITS: 3

PRE-REQUISITE: CANV 1005

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

ASSESSMENT:

Coursework:	100%
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LEVEL: II

SEMESTER: II

COURSE CODE: CANV 2702

(COMPULSORY FOR BA CARNIVAL)

COURSE TITLE: TRINIDAD CALYPSO: HISTORY, DEVELOPMENT AND MEANING

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	40%	Examination	60%
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LEVEL: III

SEMESTER: I

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 3004

COURSE TITLE: THE ECONOMICS OF COPYRIGHT

PRE-REQUISITE: CANV 3058

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

ASSESSMENT:

Coursework:	40%	Examination	60%
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LEVEL: II

SEMESTER: I

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 3058

COURSE TITLE: ECONOMICS OF CULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	40%	Examination	60%
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LEVEL: III

SEMESTER: I AND II

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 3499

COURSE TITLE: FESTIVAL PROJECT

NUMBER OF CREDITS: 6 (YEAR-LONG COURSES)

PRE-REQUISITES: MUSC 1211 OR THEA 1004

CO-REQUISITE: CANV 3602

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

ASSESSMENT:

Coursework	100%
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LEVEL: III

SEMESTER: II

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: CANV 3602

COURSE TITLE: FESTIVAL MANAGEMENT

NUMBER OF CREDITS: 3

PRE-REQUISITE: CANV 3058 OR THEA 1203 OR

PERMISSION OF THE LECTURER

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

ASSESSMENT:

Coursework	40%	Examination	60%
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LEVEL I

SEMESTER: I

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: THEA 1004

COURSE TITLE: INTRODUCTION TO CULTURAL RESEARCH METHODS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

(See Theatre Arts Courses for Description)

LEVEL: II

SEMESTER: I

(COMPULSORY FOR BA CARNIVAL)

COURSE CODE: THEA 2007

COURSE TITLE: FESTIVALS, DRAMA AND SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1201 OR THEA 1004

COURSE DESCRIPTION: This course explores the significance of performance to social and cultural formation, using the festival as the medium for this examination. The Festival is considered an interesting example of performance and street theatre that provides the basis for rich inquiry and analysis. It will be shown that there is much in the festival that is linked to drama. Therefore teaching is structured around three traditional festive performances found in Trinidad & Tobago. These are chosen from a traditional African feast, Ramleela, Hosay Parang or Creche. The course has two aims: experiential - to explore performance as a practical medium; and research-oriented - to develop anthropological and ethnographic skills so as to be able to understand the performance scale and be able to explain the underpinnings of drama and festival in a theoretical way.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: II
SEMESTER:
(COMPULSORY FOR BA CARNIVAL)
COURSE CODE: THEA 2010
COURSE TITLE: CRITICAL READINGS IN CARIBBEAN ARTS AND CULTURE
NUMBER OF CREDITS: 3
PRE-REQUISITES: LITS 1201 OR THEA 1004
COURSE DESCRIPTION:
(See Theatre Arts Courses for Description)

LEVEL: II
(COMPULSORY FOR BA CARNIVAL)
SEMESTER: II
COURSE CODE: THEA 2011
COURSE TITLE: CRITICAL READINGS IN CARIBBEAN ARTS AND CULTURE II
NUMBER OF CREDITS: 3
COURSE DESCRIPTION:
(See Theatre Arts Courses for Description)

Dance Courses

LEVEL I
SEMESTER I
COURSE CODE: DANC 1010
COURSE TITLE: INTRODUCTION TO MOVEMENT ANALYSIS
NUMBER OF CREDITS: 3
PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course is designed to introduce students to basic concepts in an effort to explore movement expression, observation and theoretical discussion. Students will analyze various frameworks for the study and description and documentation of human movement. The practices that were developed by Rudolph Laban and Irmgard Bartenieff will be the emphasis for analyzing the movements of the body as it is used in dance and everyday activity.

ASSESSMENT:
Coursework 100%

SEMESTER II
COURSE CODE DANC 1011
COURSE TITLE: DANCE AND INJURIES AND CONDITIONING
NUMBER OF CREDITS: 3
PRE-REQUISITE: NONE
COURSE DESCRIPTION: This course will introduce students to the causes of injuries in dance and preventative measures and care of those injuries. Students will also be introduced to the fundamentals of physical conditioning for dancers. Injury prevention will be emphasized through the basic understanding of the function of the bones and muscles in movement, alignment, stretch and strength techniques and movement re-education. Nutrition as it will apply to the dancer will also be studied as an important element in maintaining a healthy body.
ASSESSMENT:
Coursework 100%

SEMESTER II
(COMPUSORY FOR BA DANCE)
COURSE CODE DANC 1012
COURSE TITLE: BALLET TECHNIQUE I
PRE-REQUISITE: NONE
COURSE DESCRIPTION: This course will introduce students to the elementary level of Ballet technique and offer intensive practice and a rigorous questioning approach to the study of Ballet, its diversity and influence. It will develop the student's understanding of the technique within a broad cultural and artistic context with a focus on refinement of technique and artistic development. Emphasis will be placed on integrated movement, alignment, classical ballet vocabulary, artistic expression, as well as the creative process.
ASSESSMENT:
Coursework 100%

SEMESTER II

(COMPULSORY FOR BA DANCE)

COURSE CODE: DANC 1013

COURSE TITLE: DANCE HISTORY

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course will introduce students to the history of early European dance forms and styles. The student will investigate selected historical periods where dance was a prominent display of artistry and power. Also the various early dances such as the Minuet, Quadrille and Gigue of the French court and English nobility will be studied in the context of their influence to the development of an evolving Caribbean dance aesthetic.

ASSESSMENT:

Coursework	60%	Examination	40%
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SEMESTER II

(COMPULSORY FOR BA DANCE)

COURSE CODE: DANC 1014

COURSE TITLE: DANCE COMPOSITION I

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course will deal with the definition of dance as art, and with the basic principles of dance making. Emphasis will be placed on the students being introduced to movement classifications, levels, use of space and time, creating floor patterns, group interaction, use of gestures and images. Students will have the challenge through improvisation of creating movement sequences in duets, trios and groups.

ASSESSMENT:

Coursework	100%
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(COMPUSORY FOR BA DANCE)

COURSE CODE: DANC 1303

COURSE TITLE: CARIBBEAN DANCE

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course will introduce the student to the basic knowledge of the folk dances of Trinidad and Tobago and their parallels in the Caribbean region. It will provide insight into the movement style, history, drum rhythms/chants and costumes of the various dances. The course will examine how dance reflects the socio-cultural context of the arts as a primary language of Caribbean experience.

ASSESSMENT:

Coursework	60%	Examination	40%
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SEMESTER I

COURSE CODE: DANC 2010

COURSE TITLE: MUSIC FOR DANCE

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course will provide students with a thorough knowledge of the elementary rudiments of music that will assist in the appreciation of the varying styles and the use of appropriate musical accompaniment for dance. Students will be exposed to varying rhythms, tempo, beat and phrasing as well as composition styles relevant to dance. This course will also examine the compositional works of contemporary dance by contemporary music composers (eg. John Cage). The techniques used by Emile Jacques-Dalcroze will be explored in a workshop setting.

ASSESSMENT:

Coursework	100%
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LEVEL II

SEMESTER I

(COMPUSORY FOR BA DANCE)

COURSE CODE: DANC 2011

COURSE TITLE: INDIAN DANCE

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course will introduce students to the history of the arrival of Indian Dance to the Caribbean. Students will be familiarized with the language and expressions of Indian dance. It will also provide an understanding and an appreciation of the role and contribution to the Caribbean region. Students will understand the differences between classical, folk and contemporary styles of Indian dance and will be exposed to the popular folk dances that are part of the genre of contemporary Indian dance in Trinidad and Tobago.

ASSESSMENT:

Coursework	60%	Examination	40%
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SEMESTER I

(COMPUSORY FOR BA DANCE)

COURSE CODE: DANC 2012

COURSE TITLE: DANCE COMPOSITION II

NUMBER OF CREDITS: 3

PRE-REQUISITE: DANCE 1014

COURSE DESCRIPTION: This course will provide detailed and thorough knowledge and understanding of choreographic practices, principles and structures and their application to making and evaluating dance. Students will apply written critical and creative thinking skills and demonstrate their understanding of dance through developing motifs, and creating compositions.

ASSESSMENT:

Coursework	100%
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SEMESTER II

(COMPUSORY FOR BA DANCE)

COURSE CODE: DANC 2013

COURSE TITLE: MODERN DANCE I

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course offers students the fundamentals of modern dance at an introductory level. Emphasis will be placed on integrated movement, alignment, body awareness, balance, artistic expression as well as the creative process. Students will discuss the modern dance traditions and study the evolution of Modern dance from the period of the early 1900's examining works of such noted pioneers as Isadora Duncan, Mary Wigman and Hanya Holm.

ASSESSMENT:

Coursework 100%

SEMESTER II

(COMPUSORY FOR BA DANCE)

COURSE CODE: DANC 2014

COURSE TITLE: DANCE EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course introduces the student to the basic strategies and systems for teaching and assessing dance in education. One of the main aspects of this course is to create an awareness of principles and concept applied in the understanding of Dance Pedagogy. Exploration will include the teaching and preparation of lesson plans and units in the integration of the art form with other subject areas.

ASSESSMENT:

Coursework 60% Examination 40%

SEMESTER II

COURSE CODE: DANC 2015

COURSE TITLE: INDIAN DANCE II

NUMBER OF CREDITS: 3

PRE-REQUISITE: DANC 2011

COURSE DESCRIPTION: This course will continue to introduce students to the dance styles and elements of Indian dance of the Caribbean. Students will be exposed to the exploration of the choreographic styles and techniques used. Also the history, dances and religious and social context of the major festivals celebrated will be examined.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL III

SEMESTER I

(COMPULSORY FOR BA DANCE)

COURSE CODE: DANC 3010

COURSE TITLE: MODERN DANCE II

NUMBER OF CREDITS: 3

PRE-REQUISITE: DANC 2013

COURSE DESCRIPTION: This course will introduce students to the fundamentals of Modern dance with emphasis on specific techniques. One of the techniques of noted pioneers such as Martha Graham, Lester Horton, Doris Humphrey or Jose Limon will be taught. Pioneers and Music composers of the post modern period will also be examined.

ASSESSMENT:

Coursework 100%

SEMESTER II

(COMPULSORY FOR BA DANCE)

COURSE CODE: DANC 3012

COURSE TITLE: DANCE AND CARIBBEAN FESTIVALS

NUMBER OF CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION: This course will introduce students to the Caribbean region's many festivals (Carnival, Junkanou, Masquerade, Heritage etc.) that are significant factors in the cultural development of the region and their respective societies. This course will explore the elements of dance, ritual, costume, music and the historical and social context which can be viewed as integral to these festivals that shape the Caribbean societies.

ASSESSMENT:

Coursework 60% Examination 40%

SEMESTER II

(COMPULSORY FOR BA DANCE)

COURSE CODE: DANC 3013

COURSE TITLE: THE ART & FUNDAMENTALS OF CHOREOGRAPHY

NUMBER OF CREDITS: 3

PRE-REQUISITE: DANC 1014; DANC 2012

COURSE DESCRIPTION: This course will focus on dance as theatre. Students will be expected to create choreographic works as well as evaluate the work of their peers and other professional Choreographers. Sessions will be offered in lightning and costume and stage management. Presentations will be assessed on staging (lighting, sound, music, stage décor) and performance techniques.

ASSESSMENT:

Coursework 100%

SEMESTER I

COURSE CODE: DANC 3014

COURSE TITLE: FESTIVAL DANCE ENSEMBLE I

NUMBER CREDITS: 3

PRE-REQUISITE: OPEN ONLY TO DANCE MAJORS

COURSE DESCRIPTION: The concept of the Festival Dance Ensemble is to develop a professional dance company that will operate as the resident dance company for the Department of Creative and Festival Arts. Students will be expected to continue the development of their technical and performance skills. They will engage in the assessment of their personal range of technique and performance through the choreographic works of professional Caribbean choreographers whose focus will be on building a comprehensive dance repertoire. Ensemble members will be required to engage in other aspects of performance and staging such as: house management; stage-management (lighting/sound/), fund-raising etc.

ASSESSMENT:

Coursework 100%

SEMESTER I

(NOT OFFERED 2013/2014)

COURSE CODE: DANC 3015

COURSE TITLE: REPERTORY (ARTISTE IN RESIDENCE)

NUMBER OF CREDITS: 3

PRE-REQUISITE: OPEN TO DANCE MAJORS ONLY

COURSE DESCRIPTION: This course will allow students to experience different choreographic styles of top professional local and regional choreographers. The visiting guest lecturer will be expected to create new choreography as well as reproduce some of his/her choreographic works from their repertoire. Students will also have the opportunity to build on their previous knowledge in the area of technical and performance skills.

ASSESSMENT:

Coursework 100%

Music Courses

LEVEL I

SEMESTER: I

(COMPULSORY FOR BA SPECIAL IN MUSIC)

COURSE CODE: MUSC 1102

COURSE TITLE: AURAL TRAINING I

NUMBER OF CREDITS: 3

PRE-REQUISITES: ABILITY TO READ MUSIC

COURSE DESCRIPTION: This course consists of two main components (i) vocal sight-reading and (ii) aural skills development. The overall aim is to suggest strategies whereby students can become truly musically literate-to 'hear' with their eyes and the 'see' with their ears. By the end of this course, students will have the ability to translate symbols into sound and conversely to translate sound into symbols. Content includes discrimination and dictation exercises in rhythm patterns up to sub-divisions in simple time, discrimination and dictation exercises in melodic patterns of limited range (pentatonic and diatonic), sight reading rhythm patterns in simple time and pitch patterns in pentatonic and major keys.

ASSESSMENT:

Coursework 50% Examination 50%

LEVEL I

SEMESTER: I

(COMPULSORY FOR BA MUSIC BELOW GRADE 7 IN THEORY)

COURSE CODE: MUSC 1103

COURSE TITLE: MUSIC THEORY I

NUMBER OF CREDITS: 3

PRE-REQUISITES: CERTIFICATE IN MUSIC OR GRADE 5 THEORY

COURSE DESCRIPTION: This course is a review of theory: simple and compound time, scales including pentatonic and whole tone, intervals, triads, melodic analysis, setting words to rhythm and introduction to diatonic harmony.

ASSESSMENT:

Coursework 50% Examination 50%

LEVEL I

SEMESTER: II

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 1105

COURSE TITLE: AURAL TRAINING II

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 1102

COURSE DESCRIPTION: This is a continuation of Aural Training I and builds on skills developed so far. Content is extended to include discrimination and dictation exercises in rhythm patterns up to sub-divisions in simple and compound time, discrimination and dictation exercises in melodic patterns in minor keys, dictation of triads (major, minor, augmented and diminished), recognition of harmonic progressions (primary triads and V7 only), recognition of cadences, sight reading rhythm patterns in simple and compound time and pitch patterns in minor keys.

ASSESSMENT:

Coursework 50% Examination 50%

LEVEL I

SEMESTER: II

(COMPULSORY FOR BA)

COURSE CODE: MUSC 1106

COURSE TITLE: MUSIC THEORY II

NUMBER OF CREDITS: 3

PRE-REQUISITE: MUSC 1103 OR GRADE VII IN MUSIC THEORY

COURSE DESCRIPTION: This course will expand on the fundamentals of common practice music theory introduced in Music Theory I (MUSC 1103). Secondary dominants, secondary diminished seventh chords, augmented sixth chords, Neapolitan, and other non-diatonic chords will be introduced. The students will practice resolving chords and realizing four-part settings of melodies and figured bass by doing exercises which require them to employ the principles of part writing and Roman numeral analysis. Common form types will be introduced and students will learn to write paragraphs and short essays which discuss their analysis of assigned pieces.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL I

SEMESTER: I AND II

COURSE CODE: MUSC 1199

COURSE TITLE: CHORAL ENSEMBLE (UWI ARTS CHORALE)

NUMBER OF CREDITS: 6

PRE-REQUISITES: ACCEPTANCE IS BY ANNUAL AUDITION (SEPTEMBER).

COURSE DESCRIPTION: NOTE: Staff and students of The UWI are encouraged to join the chorale. One can become a member of the chorale without registering for credit. Classes /Rehearsals will incorporate training in vocal sight-reading

ASSESSMENT:

Coursework	100%
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LEVEL I

SEMESTER: I

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 1211

COURSE TITLE: HISTORY OF WESTERN MUSIC I

NUMBER OF CREDITS: 3

PRE-REQUISITES: ABILITY TO READ MUSIC

COURSE DESCRIPTION: This course will give to students a basic knowledge of music history from Medieval times to the Baroque Era. Such knowledge is foundational to future professionals in the field whether they eventually work as adjudicators, conductors, composers, arrangers, performers or teachers. Thus pieces of music representative of each era will be selected to demonstrate musical traits that characterize the periods of music history being studied. Both musical scores (hence the pre-requisite) and listening extracts will be examined.

ASSESSMENT:

Coursework (listening quiz, 3 assignments)	50%
Examination	50%

LEVEL I

SEMESTER: II

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 1212

COURSE TITLE: HISTORY OF WESTERN MUSIC II

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 1211

COURSE DESCRIPTION: This course builds on information from Part I (History of Western Music I) and will examine works from the Classic Era to the Twentieth Century. Such knowledge is foundational to future professionals in the field whether they eventually work as adjudicators, conductors, composers, arrangers, performers or teachers. Thus pieces of music representative of each era will be selected to demonstrate musical traits that characterize those periods of music history being studied. Hence, both musical scores and listening extracts will be examined.

ASSESSMENT:

Coursework (listening quiz, 3 assignments)	50%
Examination	50%

LEVEL: I

SEMESTER: I

(COMPULSORY FOR BA MUSIC)

COURSE CODE: MUSC 1401

COURSE TITLE: PERFORMANCE I

NUMBER OF CREDITS: 3

PRE-REQUISITES: ABILITY TO READ MUSIC

COURSE DESCRIPTION: This course consists of three (3) components: (i) individual instruction in voice or the playing of an instrument, (ii) participation in an ensemble (vocal or Instrumental), and (iii) at least one **SECONDARY** option chosen from the following: individual instruction in voice or the playing of an instrument, Afro-Trinidadian drumming, guitar, participation in an ensemble (vocal or Instrumental), or Teaching Apprenticeship. **NON-STEELPAN CONCENTRATIONS MUST REGISTER FOR STEELPAN LESSONS.** A student may waive this requirement by taking an evaluation during the first week of Semester I.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL I

SEMESTER: I AND II

(COMPULSORY FOR BA SPECIAL IN MUSIC)

COURSE CODE: MUSC 1402

COURSE TITLE: PERFORMANCE II

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 1401

COURSE DESCRIPTION: This course consists of three (3) components: (i) individual instruction in voice or the playing of an instrument, (ii) participation in an ensemble (vocal or Instrumental), and (iii) at least one **SECONDARY** option chosen from the following: individual instruction in voice or the playing of an instrument, Afro-Trinidadian drumming, guitar, participation in an ensemble (vocal or Instrumental), or Teaching Apprenticeship.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

(NOT FOR BA SPECIAL)

COURSE CODE: MUSC 2002

COURSE TITLE: PAN THEORY AND PRACTICE 1

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 1001 OR PERMISSION OF THE LECTURER

COURSE DESCRIPTION: This course gives non-music majors the opportunity to investigate the history of the national instrument and to systematically learn how to read music and play the pan.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: I

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 2003

COURSE TITLE: PAN ARRANGING, PART I

NUMBER OF CREDITS: 3

PRE-REQUISITES: CERTIFICATE IN MUSIC OR MUSC 1106

COURSE DESCRIPTION: This course focuses on the adaptation of classical repertoire for the steelpan. Students will learn how to analyze a piece of concert music (solo, ensemble or orchestral) and to suitably orchestrate it for the steelpan(s). Adaptation of classical works will include discussions on matching timbres of orchestral, band and solo instruments to those of the steelband. Students will learn how to condense music with large ranges into an adaptation that best represents the intent of the composer and sounds convincingly similar to the original.

Coursework will include arranging a piece of classical literature for the steelpan(s) using music writing software

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: II

COURSE CODE: MUSC 2004

COURSE TITLE: PAN ARRANGING II

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2003

COURSE DESCRIPTION: This course is a continuation of Pan Arranging I and encompasses those musical genres that are not classical (e.g., calypso, jazz, popular). Content will include (1) the roles, function, and idiomatic writing for each instrument of the steelpan family; (2) theoretical discussions on re-harmonisation, chord progressions, jazz nomenclature, rhythmic devices, strumming patterns, melodic nuances, scales, and modes; (3) rules and factors that affect the arrangement, and (4) the role of the arranger. Students will learn various styles of arranging by listening to famous arrangers, analysing their works and mapping out forms (how the arrangement flows from section to section).

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: I AND II

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 2005

COURSE TITLE: PERFORMANCE III

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 1402

COURSE DESCRIPTION: This course consists of three (3) components: (i) individual instruction in voice or the playing of an instrument, (ii) participation in an ensemble (vocal or Instrumental), and (iii) at least one **SECONDARY** option chosen from the following: individual instruction in voice or the playing of an instrument, Afro-Trinidadian drumming, guitar, participation in an ensemble (vocal or Instrumental), or Teaching Apprenticeship.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: I AND II

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 2006

COURSE TITLE: PERFORMANCE IV

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2005

COURSE DESCRIPTION: This course consists of three (3) components: (i) individual instruction in voice or the playing of an instrument, (ii) participation in an ensemble (vocal or Instrumental), and (iii) at least one **SECONDARY** option chosen from the following: individual instruction in voice or the playing of an instrument, Afro-Trinidadian drumming, guitar, participation in an ensemble (vocal or Instrumental), or Teaching Apprenticeship.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: I

COURSE CODE: MUSC 2007

COURSE TITLE: MUSICS OF THE CARIBBEAN

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION:

- Overview defining musical regions of the Caribbean:
 - French Caribbean – French Guyana, Martinique, Guadeloupe, Haiti
 - Spanish Caribbean – the Dominican Republic, Cuba, Puerto Rico
 - English Caribbean – Trinidad & Tobago, Jamaica,
- A broad survey of the historical, social and cultural evolution of genres created in the French-, Spanish-, and English-speaking Caribbean: Zouk, Cadence, Reggae, Salsa
- Merging cultures and styles, assimilation and the indigenous music of Trinidad & Tobago: calypso, soca, rapso, chutney, parang

LEVEL II

SEMESTER: II

COURSE CODE: MUSC 2008

COURSE TITLE: STEELPAN HISTORY AND DEVELOPMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION:

- An overview of the various sagas about the pan's development including bamboo and early beating metal bands.
- A study of pan innovators, virtuosos, and innovations.
- The development of pan and its music decade by decade from the 1950s focusing on changes in playing techniques and early panorama arrangements.
- The historical place of governing bodies for pan.
- The acceptance of pan from grassroots to national instrument – standardisation, music literacy issues and pan in the education system.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II/III

SEMESTER: I

COURSE CODE: MUSC 2101

COURSE TITLE: COMPOSITION

NUMBER OF CREDITS: 3

PRE-REQUISITES: CERTIFICATE IN MUSIC OR MUSC 1106

COURSE DESCRIPTION: This course for music majors is meant to enhance the students' musical creativity by providing exposure to compositional tools and technical devices such as melodic writing, phrase structure, motivic development, free counterpoint and harmonising melody.

ASSESSMENT:

Coursework (portfolio of pieces)	100%
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LEVEL II

SEMESTER: II

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 2202

COURSE TITLE: INDIAN MUSIC (CLASSICAL)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is a brief survey of the rudiments of Indian Music, from ancient to modern times as well as an introduction to the main genres of Indian Music practiced in Trinidad and Tobago such as chutney, chowtaal, pichakaree, Trinidad Indian folk songs and Tassa drumming. Thus by the end of the course, students will have acquired a general knowledge of the basic elements and principles of classical Indian music as well as some of local Indo-Trinidadian folk forms mentioned above. The course includes a substantial practical component (done on an instrument of the students' choice).

CONTENT: A brief history of Indian Classical Music including basic knowledge of notes (swar) and their forms; a study of the taal system in Hindustani classical music; Indian instruments- their classification and description; musical terms and usage; the prevalent Bhatkhande notation system of Indian music; an overview of the components of the tassa

quartet and the rhythmic patterns performed; the development of chutney, chowtaal, pichakaree, and Indian folksongs – their melodic structures and performance styles.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II/III

SEMESTER: I

COURSE CODE: MUSC 2501

COURSE TITLE: JAZZ THEORY, PART I

NUMBER OF CREDITS: 3

PRE-REQUISITES: CERTIFICATE IN MUSIC OR GRADE 6 IN MUSIC THEORY OR MUSC 1106

COURSE DESCRIPTION: This course gives an historic overview of the evolution of jazz from Blues to Swing. It also introduces the student to the elementary principles of this modern genre. It focuses on contemporary harmony with chord identification, analysis and medication of chord progressions, secondary and extended dominants, diminished chord patterns and the construction of modal scales. These principles will be applied in the composition of simple jazz melodies

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II/III

SEMESTER: II

COURSE CODE: MUSC 2502

COURSE TITLE: JAZZ THEORY, PART II

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2501

COURSE DESCRIPTION: This continues on from Jazz Theory I with a further study of the history of other jazz styles from Bebop to Jazz Fusion. It builds on the elementary principles of contemporary harmony and explores other components (techniques) that include modal interchange, minor key harmony, substitute dominants and secondary substitute dominants, melodic analysis, modulation (direct, pivot and transitional), non-functional harmony and diminished chord scales. Students will write jazz compositions to demonstrate the use of these techniques.

ASSESSMENT:

Coursework portfolio	50%	Examination	50%
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LEVEL III

SEMESTER: I

COURSE CODE: MUSC 3003

COURSE TITLE: ARRANGING FOR CALYPSO BANDS I

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2003 or MUSC 2101 or MUSC 2501

COURSE DESCRIPTION: This course is designed to guide the student through the essential steps in composing and arranging a calypso for a small band. This will include ranges, transpositions and limitations of instruments in the saxophone and brass families, writing for the rhythm section – guitar, drums, keyboard and bass guitar, principles of melodic analysis, one-part and two-part density, background writing, approach note patterns and score analysis.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: MUSC 3004

COURSE TITLE: ARRANGING FOR CALYPSO BANDS II

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 3003

COURSE DESCRIPTION: This course builds on the essential steps established in Arranging for Calypso Bands I and focuses on composing and arranging a calypso for the large band. The advanced techniques of arranging to be explored include writing interludes, modulations and extended endings, harmonic continuity, embellishment of melody, counter lines (their derivation and embellishment), three-part to six-part density, other voicing techniques and scoring for the calypso band

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: II

(RECOMMENDED FOR MUSIC TEACHERS FOR CERTIFICATION)

COURSE CODE: MUSC 3102

COURSE TITLE: CHORAL TECHNIQUES

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 3201

COURSE DESCRIPTION: Topics covered include the musical, technical and psychological elements of conducting, a survey of choral literature, interpretation, rehearsal and performance techniques.

ASSESSMENT:

Coursework 50% Examination 50%

LEVEL III

SEMESTER: II

(RECOMMENDED FOR MUSIC TEACHERS FOR CERTIFICATION)

COURSE CODE: MUSC 3103

COURSE TITLE: STEEL ORCHESTRAL TECHNIQUES

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2003 OR MUSC 3305

COURSE DESCRIPTION: Content to be covered includes baton technique, conducting patterns, score reading, score analysis, general rehearsal procedures, pan adaptations of ensemble arrangements.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: I

(RECOMMENDED FOR MUSIC TEACHERS FOR CERTIFICATION)

COURSE CODE: MUSC 3201

COURSE TITLE: CHORAL ARRANGING

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2003

COURSE DESCRIPTION: This introduces the student to voice-type ranges and intensities, arranging techniques for choirs in various combinations 2-part, 4-part, SSA, SATB, etc.

ASSESSMENT:

Coursework 50% Examination 50%

LEVEL III

SEMESTER: I AND II

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 3305

COURSE TITLE: PERFORMANCE V

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2006

COURSE DESCRIPTION: This course consists of three (3) components: (i) individual instruction in voice or the playing of an instrument, (ii) participation in an ensemble (vocal or Instrumental), and (iii) at least one **SECONDARY** option chosen from the following: individual instruction in voice or the playing of an instrument, Afro-Trinidadian drumming, guitar, participation in an ensemble (vocal or Instrumental), Recital, or Teaching Apprenticeship.

ASSESSMENT:

Coursework 50% Examination 50%

LEVEL III

SEMESTER: I AND II

(COMPULSORY FOR BA SPECIAL)

COURSE CODE: MUSC 3306

COURSE TITLE: PERFORMANCE VI

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 3305

COURSE DESCRIPTION: This course consists of three (3) components: (i) individual instruction in voice or the playing of an instrument, (ii) participation in an ensemble (vocal or Instrumental), and (iii) at least one **SECONDARY** option chosen from the following: individual instruction in voice or the playing of an instrument, Afro-Trinidadian drumming, guitar, participation in an ensemble (vocal or instrumental), or Teaching Apprenticeship.

ASSESSMENT:

Coursework	50%	Examination	50% (recital)
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LEVEL III

SEMESTER: I

(RECOMMENDED FOR MUSIC TEACHERS FOR CERTIFICATION)

COURSE CODE: MUSC 3501

COURSE TITLE: MUSIC EDUCATION I

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 2006

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL III

SEMESTER: II

(RECOMMENDED FOR MUSIC TEACHERS FOR CERTIFICATION)

COURSE CODE: MUSC 3502

COURSE TITLE: MUSIC EDUCATION II

NUMBER OF CREDITS: 3

PRE-REQUISITES: MUSC 3501

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL III

SEMESTER: II

COURSE CODE: MUSC 3503

COURSE TITLE: MUSIC THERAPY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course will explore the history and rationale of Music Therapy so students can develop a personal philosophy of using music as a therapeutic tool. By the end of this course they will synthesise ways music therapy can be (a) applied to teaching music in schools through an examination of various music therapy techniques and theories; (b) used therapeutically with special populations in hospitals and in nursing homes. Observations of music therapy sessions will give students a reference point for seeking answers to unanswered questions about using music for therapeutic purposes.

ASSESSMENT:

Course Work	60%	Final Examination	40%
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Theatre Arts Courses

LEVEL I

SEMESTER: I/II

COURSE CODE: LITS 1201

COURSE TITLE: ELEMENTS OF DRAMA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION:

(See Literatures in English Courses for Description)

LEVEL I

SEMESTER: I

COURSE CODE: THEA 1004

COURSE TITLE: INTRODUCTION TO CULTURAL RESEARCH METHODS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to assist students conducting research on cultural topics, including HUMN 3099 Caribbean Studies and CANV 3499 Festival Projects. The context in which these techniques are put to use is crucial to a more complete understanding of a range of concepts gained in pre-requisite courses. Modules include Research Fundamentals; Understanding the Research Task; Research Methodology; Research Methods Toolbox; Writing Research; Presenting Research.

ASSESSMENT:

Coursework: 100%

LEVEL I

SEMESTER: I

COMPULSORY FOR BA THEATRE

COURSE CODE: THEA 1203

COURSE TITLE: PRODUCTION 1A

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course introduces students to the processes involved in the preparation of drama, music, dance, and art productions. Students study practically and theoretically the elements of Stage Management, Business and House Management, Production Management and Marketing.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL I

SEMESTER: II

COMPULSORY FOR BA THEATRE

COURSE CODE: THEA 1204

COURSE TITLE: PRODUCTION 1B

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEA 1203

COURSE DESCRIPTION: (This course introduces the elements of technical performance production. Specifically it will study and provide practice in lighting, sound, scene and properties, costume and makeup design.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL I

SEMESTER: II

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 1205

COURSE TITLE: WESTERN THEATRE HISTORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL I

SEMESTER: II

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 1216

COURSE TITLE: PERFORMANCE I

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1201

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

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL: II

SEMESTER: I

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 2007

COURSE TITLE: FESTIVALS, DRAMA AND SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1201 OR THEA 1004

COURSE DESCRIPTION: This course explores the significance of performance to social and cultural formation, using the festival as the medium for this examination. The Festival is considered an interesting example of performance and street theatre that provides the basis for rich inquiry and analysis. It will be shown that there is much in the festival that is linked to drama. Therefore teaching is structured around three traditional festive performances found in Trinidad & Tobago. These are chosen from a traditional African feast, Ramleela, Hosay, Parang or Crèche. The course has two aims: experiential - to explore performance as a practical medium; and research-oriented - to develop anthropological and ethnographic skills so as to be able to understand the performance scale and be able to explain the underpinnings of drama and festival in a theoretical way.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: II

SEMESTER I

COURSE CODE: THEA 2008

COURSE TITLE: MODERN THEATRE

NUMBER OF CREDITS:

PRE-REQUISITES: THEA 1205

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: II

SEMESTER: I

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 2010

COURSE TITLE: CRITICAL READINGS IN CARIBBEAN ARTS AND CULTURE I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	100%
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LEVEL: II

SEMESTER: II

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 2011

COURSE TITLE: CRITICAL READINGS IN CARIBBEAN ARTS AND CULTURE II

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEA 2010

COURSE DESCRIPTION: This course continues from Readings in Caribbean Arts and Culture I. It continues the exploration through the works of intellectuals, artists and activists from language regions of the Caribbean – French, Spanish, Dutch, English – its littoral – Colombia, Belize, the Guianas – and the Diaspora. This semester the focus will be on Arts and the Artist in the Caribbean; Caribbean Aesthetics and Cultural Theory.

ASSESSMENT:

Coursework	100%
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LEVEL: II

SEMESTER: I

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 2206

COURSE TITLE: DIRECTING I

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1201 OR PERMISSION OF THE LECTURER

COURSE DESCRIPTION: (Compulsory for BA Theatre) This course introduces students to the foundation skills required to stage a play: analysis, visualisation and creating stage action. Students are required to stage short in-house presentation.

ASSESSMENT:

Coursework	100%
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LEVEL: II

SEMESTER: II

COURSE CODE: THEA 2207

COURSE TITLE: CARIBBEAN DRAMA

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1201

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I

COURSE CODE: THEA 2208

COURSE TITLE: PERFORMANCE II

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEA 1216 OR PERMISSION OF THE LECTURER

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: II

SEMESTER: I AND II

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 2299

COURSE TITLE: PRODUCTION II

NUMBER OF CREDITS: 6 (YEAR LONG COURSE)

PRE-REQUISITES: THEA 1203 AND LITS 1201

COURSE DESCRIPTION: Students are involved in the preparation and realisation of a theatrical work directed by staff or guest director public viewing. Preparation for this course begins in Semester I. Students may choose to work backstage, on-stage, or in production management.

ASSESSMENT:

Coursework	100%
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LEVEL III

SEMESTER: I

COURSE CODE: THEA 3103

COURSE TITLE: ASIAN AND AFRICAN THEATRE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1201 OR THEA 1205

COURSE DESCRIPTION: The major production styles and genres of Oriental and African theatre are studied through practical and theoretical projects.

ASSESSMENT:

Coursework	40%	Examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: THEA 3203

COURSE TITLE: DIRECTING II

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEA 2206

COURSE DESCRIPTION: Creating stage action and managing the rehearsal process are the main objectives of this course. Students are required to fully stage a one act or part of full length play for public viewing.

ASSESSMENT:

Coursework	100%
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LEVEL III

SEMESTER: II

COURSE CODE: THEA 3204

COURSE TITLE: PLAYWRITING

NUMBER OF CREDITS: 3

PRE-REQUISITES: INTERVIEW; SUBMISSION OF A SAMPLE OF ONE'S CREATIVE WRITING

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

ASSESSMENT:

Coursework	100%
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LEVEL: III

SEMESTER: II

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 3205

COURSE TITLE: SEMINARS IN CONTEMPORARY THEATRE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: An exposition of key concepts and directions in current critical theory and theatre practice with particular reference to literature and performance.

ASSESSMENT:

Coursework	100%
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LEVEL III

SEMESTER: I

(COMPULSORY FOR BA THEATRE)

COURSE CODE: THEA 3301

COURSE TITLE: THEORY AND PRACTICE OF EDUCATIVE THEATRE I

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1201

(ALSO OFFERED IN THE SCHOOL OF EDUCATION B.ED IN SEMESTER I AND II)

COURSE DESCRIPTION: Introduces students to the major theories, concepts and methodologies on the uses of theatre and drama as a teaching tool. The practical element of this course includes facilitating drama sessions with a group identified by the student.

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL III

SEMESTER: II

COURSE CODE: THEA 3302

COURSE TITLE: THEORY AND PRACTICE OF EDUCATIVE THEATRE II

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEA 3301 OR PERMISSION OF THE LECTURER

COURSE DESCRIPTION: A study of the development of popular theatre, Augusto Boal's "Theatre of the Oppressed" and theatre-in-education (TIE). This theoretical and practical course investigates the techniques for devising and performing TIE programmes in schools and the community. The practical element of this course includes creating and facilitating a TIE performance in the community.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: II

COURSE CODE: THEA 3307

COURSE TITLE: CARIBBEAN PERFORMANCE

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEA 2208 AND THEA 1216 OR PERMISSION OF THE LECTURER

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

ASSESSMENT:

Coursework 60% Examination 40%

Visual Arts Courses

OPEN TO ALL UWI STUDENTS.

All Courses are worth 3 credits except in Level III where the two-semester courses are worth 6 credits each.

LEVEL I

SEMESTER: II

(ELECTIVE)

COURSE CODE: VART 1001

COURSE TITLE: VISUAL ARTS AND COMMUNICATION STUDIES

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a lecture-seminar course. It introduces the theory and manifestation of visual communication practices in the visual arts. It studies photographs, paintings, architecture and design with specific reference to motion picture production. It studies the construction of pictorial narratives and the use of structural analysis in the creation and criticism of images.

ASSESSMENT

Coursework 50% Examination 50%

LEVEL I

SEMESTER I

COURSE CODE: VART 1103

COURSE TITLE: INTRODUCTION TO ART EDUCATION: PHILOSOPHY AND PRACTICE OF THE ART TEACHER 1

PRE-REQUISITE: NONE

CREDITS: 3

COURSE DESCRIPTION: This course introduces visual arts practitioners to existing theories and critical readings in contemporary art education practice. It seeks to investigate and explore how existing theories inform pedagogy in the visual arts classroom or community based art project. Readings and activities will focus on the cultural context of students and participants in learning situations (classroom or community) and how their specific lived experiences influence art production and learning. This is a lecture seminar course that will eventually inform lesson planning, lesson content, methodology, and art teaching practice. The history of education in Trinidad & Tobago becomes a critical module to be studied as part of this course.

ASSESSMENT

Coursework 50% Examination 50%

LEVEL I

SEMESTER II

COURSE CODE: VART 1104

**COURSE TITLE: INTRODUCTION TO ART EDUCATION:
PHILOSOPHY AND PRACTICE OF THE ART TEACHER 2**

PRE-REQUISITE: VART 1103

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This course introduces students to lesson plan and curriculum writing. It seeks to give to participants the ability to write lesson plans and curriculum content that effectively informs learning experiences and methodologies in art education with devises for lesson, teacher, and student evaluation. The use of existing visual arts curricula becomes important as documents to be deconstructed and evaluated as a source of knowledge. This is a lecture seminar, and workshop course that meets once per week for three (3) hour sessions.

ASSESSMENT

Coursework	50%	Examination	50%
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LEVEL I

SEMESTER: I

COURSE CODE: VART 1404

**COURSE TITLE: INFORMATION COMMUNICATION
TECHNOLOGY AND DESIGN FOUNDATIONS**

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This is a studio course. It is a compulsory course for Visual Arts Special undergraduates. A course of practical study based on theory of art and design. The emphasis of course is to provide art and design foundation for further experimentation and creative work. It concentrates on the study of the fundamental elements and principles of art and design in the studio practices of artists and designers. This course encourages the application of cultural, scientific and critical studies in exploration of methods for creating 2 and 3-dimensional forms. Course introduces Information and Communication Technology as a tool for research and presentation of group and individual projects.

ASSESSMENT

Coursework	100%
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LEVEL I

SEMESTER I

COURSE CODE: VART 1405

COURSE TITLE: THREE-DIMENSIONAL DESIGN

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a studio course. It is a compulsory course for Visual arts Special undergraduates. It introduces practical activities for the analysis and production of 3-dimensional forms. It teaches the use of materials research and processes for exploration and experimentation with 3-dimensional forms. Participants will manipulate materials and will be challenged to carry out a range of tasks that will formulate practices for Fine Art and Design practices. There is an extensive inventory of materials now available to artist and designers. This course uses the Experimental Learning approach to Problem solving including Concrete experience, Observation and Reflection, Formation of Concepts, and active Experimentation.

ASSESSMENT:

Coursework	100%
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LEVEL I

SEMESTER II

COURSE CODE: VART 1406

COURSE TITLE: COLOUR AND MATERIALS

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a studio course. It introduces experimentation and theoretical study of colour, art and design media and materials.

ASSESSMENT

Coursework	100%
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LEVEL: I

SEMESTER: I

COURSE CODE: VART 1501

COURSE TITLE: DRAWING: INTRODUCTORY TECHNIQUE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This is a studio course; it seeks to introduce a wide range of techniques, skills and approaches to the practice of drawing, use of drawing media and materials. This is a foundation course and teaches drawing as the primary skill for analysis of visual form in a variety of creative studio practices. The course includes an exploration of systems of representation, perspective and technical drawings as a basis for design presentation and production of artwork.

ASSESSMENT:

Coursework	100%
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LEVEL I

SEMESTER: II

COURSE CODE: VART 1803

COURSE TITLE: DRAWING 1

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION This is a studio course that introduces observing, looking and drawing as fundamental to drawing processes. It is a compulsory course for Visual Arts Special undergraduates. The course introduces a range of media and drawing practices for rendering the human figure in ways that are used by artists and designers. Emphasis is on gesture, structure, form and proportion. Studio practice with the figure in directed studios is expected.

ASSESSMENT

Coursework 100%

LEVEL I

SEMESTER: I

COURSE CODE: VART 1904

COURSE TITLE: HISTORY OF ART, DESIGN AND ARCHITECTURE WITH RELEVANCE TO THE CARIBBEAN 1

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a lecture-seminar course that introduces the research and presentation of art, architecture and design from the perspective of Caribbean historical studies. It is a compulsory course for Visual Arts Special undergraduates. It studies the making and creation of objects and large scale forms as manifestations of creative energy that impact religion, government, and social mores. The study of art, architecture and design in a historical context seeks to develop a sincere appreciation for cultural achievement. Students will explore methods of research for visual analysis, for writing and multi-media presentation.

ASSESSMENT

Coursework 50% Examination 50%

LEVEL I

SEMESTER II

COURSE CODE: VART 1905

COURSE TITLE: HISTORY OF ART, DESIGN AND ARCHITECTURE WITH RELEVANCE TO THE CARIBBEAN II

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a lecture seminar course that is taught over two sequential semesters and introduces the research and presentation of art, architecture and design from the perspective of Caribbean historical studies. It is a compulsory course for Visual Arts Special undergraduates. It studies the making and creation of objects and large scale forms as manifestations of creative energy that impact religion, government, and social mores. The study of art, architecture and design in a historical context seeks to develop a sincere appreciation for cultural achievement. Students will explore methods of research for visual analysis, for writing and multi-media presentation.

ASSESSMENT

Coursework 50% Examination 50%

LEVEL II

SEMESTERS I

COURSE CODE: VART 2013

COURSE TITLE: FINE ART I

PRE-REQUISITES: VART 1405, VART 1406, VART 1408 AND VART 1803

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a compulsory course for Fine Art specialisation. In this Semester students continue the study of the formal elements of Art and Design at Level 1 and explore the role of elements and principles in the development of pictorial space. Students will develop a fluency in the handling of media as they experiment and develop projects to demonstrate understanding of the art elements. Students will work independently but in close collaboration with course lecturers to determine objectives and outcomes of course content.

ASSESSMENT

Coursework 100%

LEVEL II

SEMESTERS II

COURSE CODE: VART 2014

COURSE TITLE: FINE ART II

PRE-REQUISITES: VART 2013

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a compulsory course for Fine Art specialisation. In this Semester students continue the study of the formal elements of Art and Design at Level 1 and explore the role of elements and principles in the development of pictorial space.

Students will develop a fluency in the handling of media as they experiment and develop projects to demonstrate understanding of the art elements.

Students will work independently but in close collaboration with course lecturers to determine objectives and outcomes of course content.

ASSESSMENT

Coursework 100%

LEVEL II

SEMESTERS I

COURSE CODE: VART 2025

COURSE TITLE: SURFACE DESIGN AND TECHNOLOGY I

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This is a studio course of practical study. It explores a range of diverse concepts, technology and processes through which surface designs can be conceived, developed and fabricated. Students are required to apply elements and principles of design in the development of coursework portfolio. The course offers study of contemporary and indigenous materials for processing. They are critically analysed as references in the development of individual art making. Information and computer technology form an integral aspect of this course. Appropriate ICT programmes are included and combined with the development of competencies in the knowledge and use of appropriate tools, equipment, and the technical and expressive use of materials, design drawings and model making.

ASSESSMENT

Coursework 100%

LEVEL II

SEMESTERS II

COURSE CODE: VART 2026

COURSE TITLE: SURFACE DESIGN AND TECHNOLOGY II

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This is a studio course of practical study. It explores a range of diverse concepts, technology and processes through which surface designs can be conceived, developed and fabricated. Students are required to apply elements and principles of design in the development of coursework portfolio. The course offers study of contemporary and indigenous materials for processing. They are critically analysed as references in the development of individual art making. Information and computer technology form an integral aspect of this course. Appropriate ICT programmes are included and combined with the development of competencies in the knowledge and use of appropriate tools, equipment, and the technical and expressive use of materials, design drawings and model making.

ASSESSMENT

Coursework 100%

SEMESTERS I

COURSE CODE: VART 2027

COURSE TITLE: DESIGN I

PRE-REQUISITE: VART 1405, VART 1406, VART 1408 AND VART 1803

COURSE DESCRIPTION: This is a compulsory core requirement in the Design Specialisation at Level 2. This course builds on the conceptual groundwork of the Level 1 course – 3-Dimensional Design. It seeks to develop skills for design in two and three dimensional studio activities in Product Design, Fibre Arts and Communication. These activities for the development of skills and methods of design production will apply the elements and principles of 2- and 3-Dimensional design – form, space, line, texture, light, colour and time.

ASSESSMENT

Coursework 100%

LEVEL II

SEMESTERS II

COURSE CODE: VART 2028

COURSE TITLE: DESIGN II

PRE-REQUISITE: VART 2027

COURSE DESCRIPTION: This is a compulsory core requirement in the Design Specialisation at Level 2. This course builds on the conceptual groundwork of the Level 1 course – 3-Dimensional Design. It seeks to develop skills for design in two and three dimensional studio activities in Product Design, Fibre Arts and Communication. These activities for the development of skills and methods of design production will apply the elements and principles of 2- and 3-Dimensional design – form, space, line, texture, light, colour and time.

ASSESSMENT

Coursework 100%

LEVEL II

SEMESTERS I

COURSE CODE: VART 2029

COURSE TITLE: DESIGN LABORATORY I

PRE-REQUISITE: VART 1405, VART 1406, VART 1408 AND VART 1803

COURSE DESCRIPTION: This is a core course requirement in the Design Specialisation at Level 2. The Design Laboratory allows for experiment and application of Design theory and practices in 2-Dimensional, 3-Dimensional and communication design studio projects. The intention of this course is to build practical reference for theory and development of creative Design practice.

ASSESSMENT

Coursework 100% (Class participation)

LEVEL II

SEMESTERS II

COURSE CODE: VART 2030

COURSE TITLE: DESIGN LABORATORY II

PRE-REQUISITE: VART 2029

COURSE DESCRIPTION: This is a core course requirement in the Design Specialisation at Level 2. The Design Laboratory allows for experiment and application of Design theory and practices in 2-Dimensional, 3-Dimensional and communication design studio projects. The intention of this course is to build practical reference for theory and development of creative Design practice.

ASSESSMENT

Coursework 100% (Class participation)

LEVEL II

SEMESTERS: I

COURSE CODE: VART 2031

COURSE TITLE: COSTUME FABRICATION I

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Costume Fabrication involves the design and production of materials and forms to fulfil a function of performance. It focuses on the function of the costume in its performance space and the representational dialogue between a performer and the audience. and the environment. The relation of the costume to the performer is the main focus of this design laboratory course. The courses are taught over two sequential semesters and examine the physical and cultural context of costumes through drawing and visual analysis of the human figure. Practical experience in sewing, cutting, wire forming, and modelling in clay, documentation and analysis will be developed modules of theory and practical study. Courses will require application of ICT for research of coursework package comprising readings in fashion, clothing and costume history, criticism and the expectations of cultural performances for fabrication and application of visual solutions to costuming problems.

ASSESSMENT

Coursework 100%

LEVEL II

SEMESTERS: II

COURSE CODE: VART 2032

COURSE TITLE: COSTUME FABRICATION II

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Costume Fabrication involves the design and production of materials and forms to fulfil a function of performance. It focuses on the function of the costume in its performance space and the representational dialogue between a performer and the audience. and the environment. The relation of the costume to the performer is the main focus of this design laboratory course. The courses are taught over two sequential semesters and examine the physical and cultural context of costumes through drawing and visual analysis of the human figure. Practical experience in sewing, cutting, wire forming, and modelling in clay, documentation and analysis will be developed modules of theory and practical study. Courses will require application of ICT for research of coursework package comprising readings in fashion, clothing and costume history, criticism and the expectations of cultural performances for fabrication and application of visual solutions to costuming problems.

ASSESSMENT

Coursework 100%

LEVEL II / III

SEMESTERS: I

COURSE CODE: VART 2037

COURSE TITLE: IDEAS IN CONTEMPORARY ART I

NUMBER OF CREDITS: 3

PRE-REQUISITES: VART 1904 AND VART 1905

COURSE DESCRIPTION: This course will examine contemporary criticism of mainstream 'Art Historical Ideas' through careful reading and analysis of the texts and productions of both orthodox and radical contemporary historians, critics, curators and art institutions. Students would become cognisant of a range of contested ideas about the history and theory art, art practice and the artist. our main focus will be coming to terms with critical art ideas in the Caribbean context.

ASSESSMENT

Coursework 100%

SEMESTERS: I AND II

(NOT OFFERED 2013/2014)

COURSE CODE: VART 2041

COURSE TITLE: IDEAS IN DESIGN CULTURE I

PRE-REQUISITE: VART 1904

COURSE DESCRIPTION: This course will examine critical ideas in contemporary design areas such as branded places, design consumption, eco-design, design and innovation, and design and political narratives. Our main focus will be coming to terms with critical design cultures in the Caribbean. This course will be taught through lectures, seminars and tutorials. Student progress will be monitored through explication of readings, and in-class discussions.

ASSESSMENT

Coursework 100%

SEMESTERS: II

(NOT OFFERED 2013/2014)

COURSE CODE: VART 2042

COURSE TITLE: IDEAS IN DESIGN CULTURE II

PRE-REQUISITE: VART 1904

COURSE DESCRIPTION: This course will examine critical ideas in contemporary design areas such as branded places, design consumption, eco-design, design and innovation, and design and political narratives. Our main focus will be coming to terms with critical design cultures in the Caribbean. This course will be taught through lectures, seminars and tutorials. Student progress will be monitored through explication of readings, and in-class discussions.

ASSESSMENT

Coursework 100%

LEVEL II / III

SEMESTERS: II

COURSE CODE: VART 2043

COURSE TITLE: IDEAS IN CONTEMPORARY ART II

NUMBER OF CREDITS: 3

PRE-REQUISITES: VART 1904 AND VART 1905

COURSE DESCRIPTION: This course will examine contemporary criticism of mainstream 'Art Historical Ideas' through careful reading and analysis of the texts and productions of both orthodox and radical contemporary historians, critics, curators and art institutions. Students would become cognisant of a range of contested ideas about the history and theory art, art practice and the artist. Our main focus will be coming to terms with critical art ideas in the Caribbean context.

ASSESSMENT

Coursework 100%

LEVEL II / III

SEMESTERS: I AND II

**COURSE CODE: VART 2101 (SEMESTER I) AND
VART 2102 (SEMESTER II)**

**COURSE TITLE: ART EDUCATION: PHILOSOPHY AND
PRACTICE (CURRICULUM) I AND ART EDUCATION:
PHILOSOPHY AND PRACTICE (TEACHING OBSERVATION) II**

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This course introduces visual arts practitioners to existing theories and critical readings in contemporary art education practice. It seeks to investigate and explore how existing theories inform pedagogy in the visual arts classroom or community based art project. Readings and activities will focus on the cultural context of students and participants in learning situations (classroom or community) and how their specific lived experiences influence art production and learning. This is a lecture seminar course that will eventually inform lesson planning, lesson content, methodology, and art teaching practice. The history of education in Trinidad and Tobago becomes a critical module to be studied as part of this course.

ASSESSMENT:

Coursework 50% Examination 50%

LEVEL II / III

SEMESTERS: I AND II

**COURSE CODE: VART 2201 (SEMESTER I) AND
VART 2202 (SEMESTER II)**

**COURSE TITLE: FINE ART LABORATORY I AND FINE ART
LABORATORY II**

NUMBER OF CREDITS: 3

**PRE-REQUISITES: VART 1405, VART 1406, VART 1408
AND VART 1803**

COURSE DESCRIPTION: This is a compulsory course for Fine Art specialisation. In this Semester students continue the study of the formal elements of Art and Design at Level 1 and explore the role of elements and principles in the development of pictorial space. Students will develop a fluency in the handling of media as they experiment and develop projects to demonstrate understanding of the art elements. Students will work independently but in close collaboration with course lecturers to determine objectives and outcomes of course content.

ASSESSMENT

Coursework 100%

LEVEL II / III

SEMESTERS: I AND II

SEMESTER: I

COURSE CODE: VART 2323

COURSE TITLE: FILM AND VIDEO I

NUMBER OF CREDITS: 3

PRE-REQUISITES: VART 1001

COURSE DESCRIPTION: This is an introduction to the history of World Cinema. It is an intensive survey of film and film technique with specific reference to "national" cinemas of Europe, Africa, India and the Caribbean. Students are required to study a range of films for critical study of narrative and technique.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL II

SEMESTER: II

COURSE CODE: VART 2324

COURSE TITLE: FILM AND VIDEO II

NUMBER OF CREDITS: 3

PRE-REQUISITES: VART 1001

COURSE DESCRIPTION: This is an introduction to the basics of Film and Video production. It teaches video techniques, digital editing, and the production of storyboards, animation techniques and the composition of the Production handbook. Students are required to study Caribbean film.

ASSESSMENT:

Coursework 60% Examination 40%

LEVEL II / III

SEMESTERS: I

COURSE CODE: VART 2401

COURSE TITLE: LANDSCAPE DESIGN I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course offers a continuation of practical studies in the design process of problem solving as it applies to tropical landscaping. Students will learn concept visualization based on techniques of visual communication and design, exploration of sources of design Innovation, the study of materials for appropriate use and context in built and natural environments. This course is taught over two sequential semesters and examines the context of landscape through field trips and visual analysis of its features. Practical experience in visual description, documentation and analysis will be developed in modules of theory and practical study.

ASSESSMENT

Coursework 100%

LEVEL II / III

SEMESTERS: II

COURSE CODE: VART 2402

COURSE TITLE: LANDSCAPE DESIGN II

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course offers a continuation of practical studies in the design process of problem solving as it applies to tropical landscaping. Students will learn concept visualization based on techniques of visual communication and design, exploration of sources of design Innovation, the study of materials for appropriate use and context in built and natural environments. This course is taught over two sequential semesters and examines the context of landscape through field trips and visual analysis of its features. Practical experience in visual description, documentation and analysis will be developed in modules of theory and practical study.

ASSESSMENT

Coursework 100%

LEVEL II / III

SEMESTER I AND II

COURSE CODE: VART 3012

COURSE TITLE: FINE ART LABORATORY III

PRE-REQUISITE: VART 2014/2202

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: This is a Core requirement in the Fine Art Specialization at Level 3. This is a studio course for the critical application of theory to Fine Art studio practices. It emphasizes the development of studio practices in Fine Art theory in two-dimensional, three-dimensional and communication design studio projects. The intention of this course is to research and experiment with practical experiences for development of creative Fine Art projects. The emphasis is on development of collaborations with staff to create representations and to make exhibitions of Fine art based on themes, images, concepts, issues of political, social and concerns of cultural relevance.

ASSESSMENT:

Coursework 100%

LEVEL II / III

SEMESTER I AND II (YEAR LONG)

COURSE CODE: VART 3013

COURSE TITLE: FINE ART III

PRE-REQUISITE: VART 2014/2202

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: This is a Core requirement in the Fine Art Specialization at Level 3. In this Semester students continue the study of the formal elements of art and design in Semester 1 to explore their role in the development of pictorial space. Students will develop a fluency in the handling of media as they experiment and explore their understanding of the art elements, building upon the activities of Levels 1 & 2. Students will work independently and in collaboration with the course lecturer to determine the specific objectives and expected outcomes of coursework.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER I AND II

COURSE CODE: VART 3027

COURSE TITLE: DESIGN 3

PRE-REQUISITE: VART 2028/2030

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: In this Semester students continue the study of the formal elements of art and design building upon the activities of Levels 1 & 2 into presentations of creative projects. Students will develop a fluency in the problem solving as they experiment and explore their understanding of design function, media, materials. Students will work independently and in collaboration with the course lecturer to determine the specific objectives and expected outcomes of coursework.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER I AND II

COURSE CODE: VART 3029

COURSE TITLE: DESIGN LABORATORY 3

PRE-REQUISITE: VART 2028/2030

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: This is a Core requirement in the design Specialization at Level 3. This is a studio course for the critical application of theory to Design practices. It emphasizes the development of studio practices in Design theory in two-dimensional, three-dimensional and communication design studio projects. The intention of this course is to research and experiment with practical experiences for development of critical design projects. The emphasis is on development of collaborations with staff to create representations and to make exhibitions of Design based on themes, images, concepts, issues of political, social and concerns of cultural relevance.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER I AND II

COURSE CODE: VART 3011

COURSE TITLE: FINE ART RESEARCH SEMINAR

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: This course builds on the theoretical platform laid down by level two courses, to develop even more insightful questions and advanced conceptual/theoretical models to assist the student in focusing on integrating theory with practice, for a final project.

This course will enable students to undertake thorough research for their final fine art essay. It is comprised of two modules, one module per semester. Module one in semester one will consist of a series of highly analytical and critical seminars, exhibition visits, and guest lectures. These sessions will assist in helping students to engage critical awareness from current fine art discourses to allow feedback into their studio practice. It will allow them to understand the emergence of art practice from the cultural, social and political milieu.

Module two in semester two will consist of seminars driven by student research. This module will provide the final forum for feedback, development, testing and fine-tuning of conceptual and practical aspects of final student essay. This course will enable the student to identify appropriate critical tools and theoretical frameworks.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER I AND II

COURSE CODE: VART 3030

COURSE TITLE: DESIGN RESEARCH SEMINAR

PRE-REQUISITE: NONE

NUMBER OF CREDITS: 6

COURSE DESCRIPTION: This course builds on the theoretical platform laid down by level two courses, to develop even more insightful questions and advanced conceptual/theoretical models to assist the student in focusing on integrating theory with practice, for a final project. This course will enable the student to undertake thorough research for a design proposal, as a key component of their final project presentation. It is comprised of two modules, one module per semester. Module one in semester one, will consist of a series of seminars, case studies, trips and guest lectures that identify key elements in research methodology – in different design disciplines - for the social, cultural, political and economic success of projects. Module 2 in Semester 2 will consist of seminars driven by student research. This will provide the final forum for feedback, development, testing and fine-tuning of conceptual and practical aspects of final student proposal.

ASSESSMENT:

Coursework 100%

LEVEL II

SEMESTERS I AND II

**COURSE CODE: VART 2035 (SEMESTER I) AND
VART 2036 (SEMESTER II)**

COURSE TITLE: CERAMICS 1 AND CERAMICS 2

PRE-REQUISITES: NONE

CREDITS: 3 EACH

COURSE DESCRIPTION:

This is a Ceramic laboratory for the study of materials and production of ceramic items. The ceramic item is fabricated to complete an Intended function as an outcome of material processes, choices and skills of the ceramist. The courses are taught over two sequential semesters and examine the physical and technical basis of ceramic production, drawing and visual analysis of ceramic objects and the processes of the making. Courses will require application of ICT for research of coursework packages comprising readings of in ceramic history, cultural practices in production and function of ceramic items.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER I AND II

COURSE CODE: VART 3399

COURSE TITLE: FILM AND VIDEO III

NUMBER OF CREDITS: 6

PRE-REQUISITES: VART 2324

COURSE DESCRIPTION: This is a year-long, practical and theoretical study of digital video production. Students use techniques of digital video and animation techniques as a creative medium and a practical foundation for the scripting, editing and screening of original concepts. Students will work on individual and group projects.

ASSESSMENT:

Coursework 100%

DEPARTMENT OF HISTORY

Staff Listing

ACADEMIC STAFF

Brereton, Bridget

BA (UWI), MA (Tor), PhD (UWI)

Professor Emerita

Campbell, John

BA, MPhil (UWI), MPhil, PhD (Cambridge)

Lecturer and Coordinator: Caribbean Civilisation

Tel: Ext. 83035/83040

Cateau, Heather

BA, PhD (UWI)

Senior Lecturer and Head

Tel: Ext. 83059

Cwik, Christian

Mag.Phil (University of Vienna), PG Dip. (Austria), PhD (University of Vienna)

Lecturer

Tel : Ext.

Fergus, Claudius

BA, MA, PhD (UWI) , Cert SOTL (British Columbia)

Senior Lecturer

Tel: Ext. 82025

García de la Torre, Armando

BA (Boston), MA (Florida Atlantic), PhD (Washington State)

Lecturer

Tel: Ext 83054

Francis, Lovell

BA, PhD (UWI)

Instructor

Tel: Ext. 83040

Matthews, Gelien

BA, Dip Ed (UWI), PhD (Hull) ; CUTL (UWI)

Lecturer

Tel: Ext. 83049

Mc Collin, Debbie

BA (Hood, US), PhD (UWI)

Lecturer

Tel: Ext. 83049

Murali, Atlury

MA (Andhra), MPhil (Jawaharlal Nehru)

Visiting Professor

Tel: Ext. 83733

Reid, Basil

BA (UWI), MA (Lond), PhD (Florida)
Senior Lecturer (Archaeologist)
Tel: Ext. 83306

Singh, Sherry-Ann

BA, PhD (UWI)
Lecturer
Tel: Ext. 83060

Teelucksingh, Jerome

BA (UWI), MA (Guelph), PhD (UWI)
Lecturer
Tel: Ext. 82026

Toussaint, Michael

BA, PhD (UWI)
Lecturer
Tel: Ext. 83036

ADMINISTRATIVE STAFF

Martin, Shinelle

Clerical Assistant
Tel: Ext. 82021

Peter-Joseph, Maria

Secretary
Tel: Ext. 82022

Baksh-Moti, Lystra

Cleaner

Majors, Specials / Double Majors – Course Listing-

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

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

The Majors/Specials/Double Majors in the Department of History are as follows:

Major in History

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

LEVEL I

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

Course Code	Course Title	Credits
HIST 1001	Caribbean World	3
HIST 1703	Introduction to History	3
PLUS:		
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines (Option A or B)	3

PLUS 12 or 15 additional Level I credits (i.e. 4 or 5 Level I courses of which a maximum of 3 courses could be from out of Faculty)

LEVEL II

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

Course Code	Course Title	Credits
HIST 2003	History of the West Indies 1660 - 1830	3
HIST 2004	History of the West Indies Since the 1830s	3
PLUS:		
FOUN 1301	Law, Governance, Economy and Society	3
FOUN 1210	Science, Medicine and Technology in Society	3

PLUS 12 additional Level II/III credits (i.e. 4 Level II/III courses of which a maximum of 3 courses could be from out of Faculty)

LEVEL III

At least four (4) Level III History courses (all courses of three credits).

PLUS HUMN 3099 (6 credits).

PLUS 12 additional Level II/III credits (i.e. 4 Level II/III courses of which a maximum of 3 courses could be from out of Faculty)

Special in History

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

LEVEL I

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

Course Code	Course Title	Credits
HIST 1001	Caribbean World	3
HIST 1703	Introduction to History	3
PLUS:		
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing For Different Disciplines (Option A or B)	3

PLUS 6 or 9 additional Level I credits (i.e. 2 or 3 Level I FHE or out of Faculty courses)

LEVEL II

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

Course Code	Course Title	Credits
HIST 2003	History of the West Indies 1660 – 1830	3
HIST 2004	History of the West Indies Since the 1830s	3
PLUS:		
FOUN 1301	Law, Governance, Economy and Society	3
FOUN 1210	Science, Medicine and Technology in Society	3

LEVEL III

At least six (6) Level III History courses (all courses of three credits)

PLUS HUMN 3099 (6 credits)

PLUS 6 additional Level II/III credits (i.e. 2 Level II/III FHE or out of Faculty courses)

Minors

Students are required to declare any minor(s) being pursued by the first Semester of their final year. Students will at the end of the degree programme be certified as attaining a minor in a particular discipline where they have satisfied the requirements for that minor.

Minor in History

Students reading for the Minor in History are strongly advised to read HIST 1703: Introduction to History and a total of five (5) additional Semester Courses (15 Credits) in History, taken from among Level II and III Courses, of which at least two (2) MUST be level III.

Bachelor of Arts Programmes – Course Listing

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

History

Course Code	Course Title	Credits
HIST 1001	The Caribbean World to c. 1660	3
HIST 1302	African Civilisations from Earliest Times to AD 1000	3
HIST 1303	African Civilisations from AD 1000 to 1800	3
HIST 1406	The Rise of Atlantic Europe 1400-1800	3
HIST 1504	Foundations of South Asian Civilisation	3
HIST 1603	Foundations of the Americas	3
HIST 1703	Introduction to History	3
HIST 1801	Introduction to Archaeology	3
HIST 1804	A Survey of World Pre-History	3
HIST 2003	History of the West Indies c. 1660-1830	3
HIST 2004	History of the West Indies since the 1830s	3
HIST 2005	Caribbean Economic History	3
HIST 2008	Colonial Latin American History	3
HIST 2101	Latin American History 1810-1910	3
HIST 2102	Latin American History since 1910	3
HIST 2201	History of the United States to 1865	3
HIST 2202	History of the United States since 1865	3
HIST 2301	History of Africa, A.D. 1800 to 1900	3
HIST 2302	History of Africa, A.D. 1900 to the Present	3
HIST 2401	Continuity and Change in 19th Century Europe	3
HIST 2402	Conflict and Integration in 20 th Century Europe	3
HIST 2501	South Asian History 1500 to 1860	3
HIST 2502	South Asia 1860 to the Present	3
HIST 2503	The History of Modern China	3
HIST 2601	Imperialism	3
HIST 2602	Imperialism since 1918	3
HIST 2801	Research Methods and Techniques in Archaeology	3
HIST 2805	The Pre-Columbian History of the Caribbean	3
HIST 2806	Foundations of Modern Medicine	3
HIST 2807	Digital History	3
HIST 3001	Topics in the History of Trinidad and Tobago 1783-1898	3

HIST 3002	Topics in the History of Trinidad and Tobago since 1898	3
HIST 3003	Women and Gender in the History of the English-speaking Caribbean	3
HIST 3005	Law and Society in Modern Trinidad & Tobago	3
HIST 3006	Law and Business History in Modern Trinidad & Tobago	3
HIST 3025	Afro Latin American History	3
HIST 3503	The Economic History of Modern India 1757-1956	3
HIST 3504	The Social History of Modern India 1757-1947	3
HIST 3601	Capitalism and Slavery	3
HIST 3603	From Monroe to Castro: United States Relations with Latin America and the Caribbean	3
HIST 3605	The African Diaspora I: From the Earliest Times to A.D. 1800	3
HIST 3606	The African Diaspora II: A.D. 1800 to Present Times	3
HIST 3613	The Modern Indian Diaspora	3
HIST 3719	Historicising Desire: Human Sexuality from the Kamasutra to the Victorians	3
HIST 3720	Contextualising Desire: Human Sexuality from the Victorians to "Viagra"	3
HIST 3801	Historical Archaeology	3

Philosophy

Course Code	Course Title	Credits
PHIL 1002	Ethics and Applied Ethics	3
PHIL 1003	Introduction to Philosophy	3
PHIL 1004	Introduction to Philosophy I	3
PHIL 1005	Introduction to Philosophy II	3
PHIL 1404	History of Western Philosophy I: Greek and Hellenistic Philosophy	3
PHIL 1405	History of Western Philosophy II: Philosophy from Descartes to the Present Time	3
PHIL 2004	Philosophy of History	3
PHIL 2402	Hermeneutic Philosophy	3
PHIL 2405	Structuralism and Post-Structuralism	3
PHIL 3306	General Ethics	3
PHIL 3307	Social Ethics	3
PHIL 3401	Trends in Twentieth-Century Philosophy	3

Course Descriptions

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

History Courses

LEVEL I

SEMESTER: I

COURSE CODE: HIST 1001

COURSE TITLE: THE CARIBBEAN WORLD TO C. 1660–1830 (COMPULSORY FOR HISTORY MAJORS)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course aims at introducing first year students to the major concepts of Caribbean History and will deal with the earliest inhabitants of the Caribbean and circum-Caribbean, conditions in Europe during the fifteenth century, the discovery of the New World and the European presence (French, Spanish, British and Dutch). As envisaged, the course can be adequately covered during a single semester and although ten topics have been identified, it is understood that some of these will require longer treatment than others.

Students who have completed this course should have the foundation to read second and third level courses in various aspects of Caribbean History.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL I

SEMESTER: I

COURSE CODE: HIST 1302

COURSE TITLE: AFRICAN CIVILISATIONS FROM EARLIEST TIMES TO AD 1000

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course introduces the culture-history of the African continent. Major themes include: the nature of African history; Africa the 'cradle of humankind'; Nile Valley, Sahara and adjoining regions as early world centres of the 'Agricultural-Urban transformation; science and mathematics in Ancient Egypt; the religio-philosophical system of Nile Valley civilisations and continuities into later Judeo-Christianity; the advent of Judaism and Christianity to 'late Classical' Egypt, Kush and Axum (Ethiopia); commerce between Africa north of the Sahara, the Mediterranean, the Middle East, and the Indian sub-continent by A.D. 1000; the status of Islam in North Africa by A.D. 1000; the "Early Iron Age" below the Sahara.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL I

SEMESTER: II

COURSE CODE: HIST 1303

COURSE TITLE: AFRICAN CIVILISATIONS FROM AD 1000 TO 1800

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Main themes include: the culture-history of the continent from the deepening of the 'Iron-Age' agro-metallurgical transformations in sub-Saharan Africa; 'traditional' African religions south of the Sahara; the interactions of Islam with 'traditional' cultures as well as Coptic Ethiopia; Berber-Islamic revolutions (the Almoravids and Almohads); the trans-Saharan, commercial networks; the coming of the West Europeans to Africa; the impact of the growth of the Atlantic slave trade and the impact of this and other older networks of slave trades on the continent; Portugal-Ethiopia relations; and Christianity in the Kingdom of Kongo; European settlement and colonisation in South Africa.

ASSESSMENT:

Coursework	40	Final examination	60%
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LEVEL I

SEMESTER: I

COURSE CODE: HIST 1406

COURSE TITLE: THE RISE OF ATLANTIC EUROPE 1400–1800

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course provides explanations for the establishment (between the 16th and 18th centuries) of a "European World-economy" with the Atlantic states of Europe as its hub or core. While the focus will be on economic developments, political and social structures will be considered in so far as they help to explain this phenomenon.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL I

SEMESTER: II

COURSE CODE: HIST 1504

COURSE TITLE: FOUNDATIONS OF SOUTH ASIAN CIVILISATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course provides a survey of the main themes and debates in the history and civilisation of South Asia up to 1500. Topics include: the ecological setting (climate, landscape and people in South Asia); the Indus culture, the Aryan age and the spread of Brahmanical influence to South India; state and Empire in India, expansion overseas and contacts with the wider world; the development of Hinduism and heterodox systems (Buddhism and Jainism); change and development in the social system (varna, caste and jati), the changing position of women; patterns of economic activity; the Classical Age and the impact of Islam; change and continuity in South Asian History.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL I

SEMESTER: II

COURSE CODE: HIST 1603

COURSE TITLE: FOUNDATIONS OF THE AMERICAS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course investigates the history of the Americas from the Pre-European period right up to the movement for independence in Latin and North America. It examines the culture of the first American inhabitants such as the Aztecs, Incas and Mayas and the conquest and colonization of these civilizations by Europeans who established empires in the region. Special attention is given to the colonization and enslavement systems at work in Brazil as well as in French Canada and in Britain's thirteen American colonies. The process of creolization in the Americas is also investigated.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL: I

SEMESTER: II

**(COMPULSORY FOR HISTORY SPECIALS, MAJORS, MINORS
AND TEACHERS OF HISTORY AND SOCIAL STUDIES)**

COURSE CODE: HIST 1703

COURSE TITLE: INTRODUCTION TO HISTORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This is a foundational course that teaches students about history, the academic discipline. It is divided into three broad sections. The first examines the nature and the purpose of history, as well as the craft of the historian. The second division focuses on the nature, the authenticity and usefulness of documentary, material and oral sources that are used to write history, as well as on historical explanation and issues regarding historical objectivity and subjectivity. The third section looks at the genres or variants of history and the strengths and limitations of using certain kinds of materials such as newspapers, interviews and public and private papers to write history. The modules of the course provide an excellent exploration that will enable students to adequately engage the study of the courses offered by the Department of History both at the undergraduate and postgraduate levels

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL I

SEMESTER: I

COURSE CODE: HIST 1801

COURSE TITLE: INTRODUCTION TO ARCHAEOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course introduces the principles, methods, techniques and goals of Archaeology. The nature of archaeological evidence, their interpretation and related problems are examined. Students will be introduced to elementary surveying and excavation techniques mapping the recording systems in Archaeology as well as analysis (sorting, cataloguing, and classification) of archaeological data.

Students will be given the opportunity to actively participate in handling of a variety of archaeological materials.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL I

SEMESTER: II

COURSE CODE: HIST 1804

COURSE TITLE: A SURVEY OF WORLD PRE-HISTORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course provides a general introduction to world prehistory. This involves a broad sweep of human evolution in all parts of the world up to what we now call the historic period, which began at different times in different places. Of necessity, this course will concentrate on certain broad themes such as:

- (a) The cultural and physical manifestations of our early human ancestors
- (b) The origins and development of food production and settled village life and
- (c) The emergence of the first literate complex societies, with towns, bureaucracies and rulers.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2003

COURSE TITLE: HISTORY OF THE WEST INDIES C. 1660–1830 (COMPULSORY FOR HISTORY MAJORS AND TEACHERS)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This is a survey course of the major developments in West Indian History 1660 – 1830. The geographical scope of the course includes the Spanish, British, French, Dutch and Danish West Indies. It begins with the establishment of colonies in the West Indies and the introduction of sugar and enslavement as central components in the development of the colonies. The course ends in the 1830s when these factors, once thought essential to the West Indian development, were questioned and challenged from both within the West Indies and Europe. The major topics which will be examined include: the Geopolitics of the Caribbean in the 17th century, Colonial Administration, the Development of Plantations, the Sugar Revolution, Social Organisation, War and Trade, the Spanish Economic Revolution, Enslaved Resistance, the Development of the Haitian Republic, Religion, Anti-slavery movements.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

(COMPULSORY FOR HISTORY MAJORS AND TEACHERS)

COURSE CODE: HIST 2004

COURSE TITLE: HISTORY OF THE WEST INDIES SINCE THE 1830S

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course surveys the Caribbean in the changing environments of the 19th and 20th centuries, and introduces the twenty-first century. The course therefore examines the transition from the colonial West Indies to the modern West Indies. The areas examined include: British, French and Spanish Emancipation, Post-Emancipation Adjustments, Foreign Intervention, Resistance and Revolution, The First Independent States (Haiti, the Dominican Republic), the French Overseas Departments, Constitutional Reform and Independence in the British West Indies, Cuban Independence, Economic Development in the 20th Century, the Rise of Caribbean Leaders/Personalities, Caribbean Integration. The course ends with "Re-thinking" the Caribbean in the Twenty-first Century. Particular emphasis is placed on continuities and changes which can be identified during this period.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2005

COURSE TITLE: CARIBBEAN ECONOMIC HISTORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course surveys the economic history of the Caribbean. It begins with the neo-Indian economy and ends with analysis of the Caribbean in an increasingly globalised world. It is designed for history students wishing to take specialised courses in Economic History and for Social Sciences students wishing to use history as a tool for understanding the economic developments of the region. There is a strong focus on questions of economic theory as well as historical interpretation. The topics covered include:

- Theorising Caribbean Economic Development
- The First Caribbean Economies
- The Plantation System
- The Labour Systems and Demographic Changes
- The Peasantry
- Sugar in the 20th and 21st Centuries
- The Modern Agricultural Sector
- The Commercial Sector
- Integration into the World Economy
- Caribbean Economic Integration
- Issues in Caribbean Economic Development

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2008

COURSE TITLE: COLONIAL LATIN AMERICA

NUMBER OF CREDITS: 3

PREREQUISITES:

COURSE DESCRIPTION: The course surveys the development of Latin America from ca. 1492 to 1810. It investigates how Atlantic Africans, Iberians, and indigenous American and Caribbean peoples lived immediately prior to Columbus's landfall and how each group experienced the encounter and its consequences. The course traces the evolution of the first European empires in the Americas, the Spanish and the Portuguese and examines how diverse peoples and factors facilitated or resisted the expansion of European cultural, political, religious, economic, and social structures, with particular attention given to causes and effects of the collapse of Aztec and Inca empires. The course concludes with the monarchical crises and breakdown of the Spanish ruling system in the Americas, except in Cuba and Puerto Rico, and the transfer of the Portuguese royal court to Brazil, at the turn of the nineteenth century

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2101

COURSE TITLE: HISTORY OF LATIN AMERICA 1810–1910

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: This course surveys the major political, social, and economic events, forces, and figures in Latin America throughout the long nineteenth century. The course surveys the History of the region from the collapse of the Spanish ruling system in Spanish America and the transformation of the Portuguese one in Brazil to the causes and effects of the independence movements in Latin America, and concludes its historical survey at the dawn of the twentieth century. The course focuses on Cuba's anti-colonial and abolition struggles and expansion of the colonial sugar economy and on the challenging trajectories of newly independent states and societies in Mexico, Brazil, Venezuela, and Argentina throughout the 1800s. The course is structured by lectures and student participation and draws support from various sources, including primary documents, scholarly interpretative texts, film, and Latin American literary, political, and social voices.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2102

COURSE TITLE: LATIN AMERICAN HISTORY SINCE 1910

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course surveys the History of Latin America throughout the twentieth century to modern times. It begins with the US intervention in the Cuban struggles for liberation, continues through the Mexican Revolution and finally delves into Brazilian, Argentine, and Chilean politics, society and economics under various strongmen rulers, military dictatorships, and ultimate democratic consolidations. The course focuses on the Latin American search for social justice, democratic practice, and defence against outside encroaching powers. The roles of indigenous and African descendants, as well as women, are highlighted in Latin American societies as they struggled to modernise and as they sought alternative routes to modern challenges. The course also focuses on the Cuban Revolution and its extension as a seminal event in the Latin American twentieth century.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2201

COURSE TITLE: HISTORY OF THE UNITED STATES TO 1865

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course examines the political, economic and social developments taking place in the United States of America in the period from the American Revolution which began in 1776 to the Civil War ending in 1865. The early modules of the course includes the revolutionary war, the declaration of independence, the Articles of Confederation and the drafting of a permanent constitution and are largely political and constitutional in nature. These modules focus on the experiences of the young American nation taking its shape and forging its identity. The middle sections peer into the leadership styles and policies of the Presidents who succeeded George Washington such as Thomas Jefferson and his style of democracy, John Adams and his second 'war of independence' with Great Britain better known as the War of 1812 and James Monroe and the so called 'Era of Good Feelings'. In the third quarter of the course students will investigate the threats that undermined the fairly new union that established the United States. Topics such as Jacksonian democracy and its treatment of the native American people, the Bank of the United States, patronage and tariffs will take center stage here. The last few modules, the American anti-slavery movement, northern and southern economy and society and the great compromises of mid nineteenth century America will all lead up to the catastrophe of the Civil War. It is an exciting course which transforms students from a pedestrian knowledge of episodes in American history popularized by television to a scholarly understanding of these topics.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2202

COURSE TITLE: HISTORY OF UNITED STATES SINCE 1865

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is the corollary to HIST 2201. Whereas in the first course the emphasis was on the building of a nation and its demise through civil war, HIST 2202 is largely dominated by the economic activity of the industrial revolution. Before students delve into the history of American industrialization, however, they are invited to analyse the political, economic and social ramifications of the reconstruction process of 1865 to 1877. Thereafter students delve into the people, machines, resources, industries that turned the wheels of America's 'Gilded' or industrial age. They will study the immigration, urbanization and bossism or politics of the 'Gilded Age'. 'How the West Was Won', is another intriguing topic covered in the course. Cattle driving, mining, farming on the western prairie land and wars, treaties and reservations for the Native American people as well as extermination of the buffalos will capture the students' attention here. By the very end of the nineteenth century, the students' attention will be turned to American imperialism followed by the boom and bust in the American economy in the 1920s and 1930s, the Black Civil Rights movement of the mid twentieth century and America's involvement in the Vietnam War from 1954 to 1975.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2301

COURSE TITLE: HISTORY OF AFRICA, A.D. 1800 TO 1900

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course provides a survey of the historical dynamics in of the African continent in the long 19th century. Major themes include: abolition of the Trans-Atlantic slave trade and continuities of the trans-Saharan, Red Sea and East African coast slave trades; economic re-orientation to abolitionism and differential deepening of plantation and domestic slavery; Islamic fundamentalism in 19th century North Africa and Western Sudan; the Mfecane/Difaqane of Southern Africa; European exploration, Christianity, tropical medicine and technologies of penetration and domination; the European Scramble, final partition and conquest: origins and dynamics (1870-1914); African initiatives and resistance in the face of the 'Scramble', final partition and conquest (regional case examples).

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2302

COURSE TITLE: HISTORY OF AFRICA, A.D. 1900 TO THE PRESENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course involves a survey of the African continent under the rule of different European Powers. Topics include: Africa at 1900; Scramble, Partition, Conquest and Resistance; the colonial situation: an overview; ideology, methods and institutions of comparative colonial rule systems in Africa; the colonial economy: to World War II ;Pan-Africanism, nationalism and decolonisation; independence; military intervention; the Organisation of African Unity, the African Union and its 'Diaspora initiative'; neo-colonialism, International Monetary fund and 'structural adjustments' in Africa.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2401

COURSE TITLE: CONTINUITY AND CHANGE IN 19TH CENTURY EUROPE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course offers a broad survey of the key economic, social, political and ideological processes in 19th century Europe. The course will explore aspects of continuity and change in the modernisation of European society, focusing on the nature of legacies of the political revolution in France and the Industrial revolution beginning in Britain.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2402

COURSE TITLE: CONFLICT AND INTEGRATION IN 20TH CENTURY EUROPE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course traces the origins and impact of the First World War. Central themes in this upheaval were the crisis in democratic states and the emergence of totalitarian regimes in the inter-war period. It will examine the extent to which economic, social and ideological polarisation was superseded by a new process of integration in European society after the Second World War, as Europe adjusted to its role in a New World Order.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2501

COURSE TITLE: SOUTH ASIAN HISTORY 1500 TO 1860

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course provides a survey of the history of the Indian sub-continent from the advent of the Mughals to the assumption by Britain of Crown Rule. Topics include: Hindu beginnings and Islamic penetration; the establishment of the Mughal Empire and its political, economic and social policies; The state and the cultivator; Akbar and the imperial idea; Islam in Indian life, Conversion and new religious currents; The Hindu South, the Sikhs and the Marathas; Mughal decline and Western intrusion; Trade, tribute and empire in the 17th and 18th centuries; British attitudes towards India, Social and cultural contacts to 1850 and the Indian response; The Bengali Renaissance; the 1857 Revolt and its aftermath.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2502

COURSE TITLE: SOUTH ASIA 1860 TO THE PRESENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is the third segment of a programme of work in which South Asian civilisation has been traced from its early beginnings to the present time. This part of the programme examines the process of historical development in South Asia from mid-19th century to post colonial India.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: HIST 2503

COURSE TITLE: THE HISTORY OF MODERN CHINA

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: This course will provide a general survey of one hundred and fifty years of Chinese history from 1839-42 (the first Opium War against China and the acknowledged beginning of modern Chinese history) to the present. It will highlight China's evolution from a period of strength, stability and growth as the dominant power in East Asia before the end of the 18th century, to the modern age when its traditional foundations began to undergo erosion from domestic developments as well as international challenges, culminating in the fall of the ancient regime and the birth of the Republic in 1912. It will analyse the growth of the Republic through its various phases, from the period of initial instability to the period of Nationalist rule under the Guomindang (Kuomintang) to the birth of the Communist People's Republic in 1949, through the left-radical (Mao) and left-moderate (Deng) phases of the post-1949 regime. Attention will be paid to the role played by Western imperial and post-imperial connections, alternative modernisation agendas, ideology and culture in the shaping of modern China.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2601

COURSE TITLE: IMPERIALISM 1763 - 1918

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course examines the characteristics of imperialism over the period 1763-1918. It discusses the reasons some nations became dominant and others dominated. The aims, methods and systems used by the imperial powers to administer their empires will be analysed to show how these varied among the imperial powers and at different time periods. In addition the nature of the relationship between the imperial powers and the subjugated peoples will be examined. In particular, the phenomenon of the 'new imperialism' will be addressed and the overall impact and legacy of imperialism will be assessed.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2602

COURSE TITLE: IMPERIALISM SINCE 1918

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course analyses the historical developments which contributed to the collapse of the colonial empires. The colonial policies and practices of different imperial powers are compared, changes in their methods over time are identified and their impact on the colonised world is discussed. The response to the imperial presence and the rise and progress of the movement for decolonisation are analysed with special reference to nationalism, socialism and Pan Africanism. Case studies of specific rational liberation movements from different parts of the colonised world are discussed.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2801

COURSE TITLE: RESEARCH METHODS AND TECHNIQUES IN ARCHAEOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course covers the theoretical concepts and methodologies of practical field archaeology. Particular emphasis is placed on introducing the student to basic techniques of archaeological survey, mapping, data recovery, conservation, post-excavation, analysis, interpretation and report writing. It will also deal with cultural resource management and such issues as the ethics and politics of excavation and preservation. Opportunities will be given for students to participate in excavation and/or post-excavation work.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2805

COURSE TITLE: THE PRE-COLOMBIAN HISTORY OF THE CARIBBEAN

(GRADUATE HISTORY AND SOCIAL STUDIES TEACHERS MAY ENROLL AS SPECIALLY ADMITTED STUDENTS)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Spanning from 5000 BC to 1492, this second level course provides a general survey of the migration patterns, subsistence, technology, settlement systems, sociopolitical organisation, worldview and trade networks of the major pre-Columbian societies in the Caribbean. A central part of the course is the critical examination of controversial issues in Caribbean Pre-Columbian History, such as the appropriate use of the terms "Arawak", "Carib", Ortoiroid, "Saladoid", Ciboney", and "Taino" as well as the alleged cannibalism of the island-Caribs. The course is based on the premise that pre-Columbian peoples in fact had a history before the arrival of Christopher Columbus. Archaeology, ethnography and ethnohistory will be used in tandem in order to provide students with a holistic view of the histories of these various societies.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: I

COURSE CODE: HIST 2806

COURSE TITLE: FOUNDATIONS OF MODERN MEDICINE

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: This course aims to present an analytic survey of the changes that have evolved in the European tradition of medicine - which includes medicine in the Caribbean - from its earliest beginnings through the period of its most rapid change since that time. The course will emphasize how traditional procedures of diagnosis, surgery, disease prevention, drug therapy, and patient care have changed under the increasing impact of "scientific" modes of investigation, so as to produce, by the 21st century, a form of medicine radically different from that practiced two hundred years before. This course is a study of the history of medicine from antiquity to the present day. It explores the ideologies, societies and practices of the past periods that have been pivotal to the development of the medical tradition as we know it today. It also relates medical ideas to broader cultural movements and provides an exploration of alternative medicine in particular regions throughout time to broaden the understanding of parallel movements of medical ideas.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: II

COURSE CODE: HIST 2807

COURSE TITLE: DIGITAL HISTORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to expose the student of history to the digital world (the world of online resources and communication) in an academic context. It examines the theoretical and practical elements of the expressions of history online and the potential and shortcomings of such resources. In this hands-on exploration of the digital world's continuous impact on the humanities, students are introduced to the major themes, issues and developments surrounding the research, writing, assessment and presentation of history online. Students will learn about the history of the internet and explore its evolving relationship with the humanities and history. By the end of the course they will understand how to effectively conduct research, assess and write history online, they will gain information about interactive academic tools (such as interactive history maps, timelines, games and the 3D virtual world) and possess practical knowledge about the basics of developing a Caribbean history webpage.

ASSESSMENT:

Coursework	40%	Final Examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: HIST 3001

COURSE TITLE: TOPICS IN THE HISTORY OF TRINIDAD & TOBAGO 1783–1898

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY

COURSE DESCRIPTION: This course examines the main features of the historical development of Trinidad and Tobago during the 18th and 19th centuries. Periods and events of historical significance across the two centuries are identified and discussed with the aid of primary sources. Special attention is paid to the following topics:
The establishment and fortunes of plantations
The experiences of enslaved Africans, free coloureds, freed Africans and immigrants
Political and constitutional developments especially the union of Trinidad and Tobago
Education and Culture
Students are encouraged to identify the historical underpinnings of present day issues and use historical knowledge to formulate possible solutions to current national problems.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: HIST 3002

COURSE TITLE: TOPICS IN THE HISTORY OF TRINIDAD & TOBAGO SINCE 1898

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY

COURSE DESCRIPTION: With reference to documents, this course examines some of the main themes in the history of Trinidad & Tobago in the 20th century. It discusses political, social, economic and cultural developments out of which the fabric of present day society is woven. It looks at the nature of relationships between the various groups which comprise the society of Trinidad & Tobago as well as those existing between the composite parts of the unitary colony/state up to about 1990. The course also includes discussion on those outstanding sons/daughters of Trinidad & Tobago who have made significant contributions to life in local, regional and international circles.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: HIST 3003

COURSE TITLE: WOMEN AND GENDER IN THE HISTORY OF THE ENGLISH-SPEAKING CARIBBEAN

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY

COURSE DESCRIPTION: The primary objective of this course is to make students cognizant of the need to read and write the history of the English Caribbean with an eye on gender. The course stands on the premise that men and women did not experience the past in the same way and thus it is necessary to re interpret the history by paying attention to women who have been largely ignored in the original historiography. Students will trace the history of the study of women and gender in higher level educational institutes of the Caribbean. They will survey the sources available for writing women and gender and explore gender systems as a tool with which to analyse the evolution of Caribbean societies. Thereafter, the focus will be on the past experiences of Amerindian, white, mulatto, enslaved and free black, Indian and Chinese women in the British West Indies. In the final modules of the course the emphasis will be less on racial groups of women and more on the work, educational and socio-political experiences of all women inhabiting the region from the end of the nineteenth and into the twentieth century.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: HIST 3005

COURSE TITLE: LAW AND SOCIETY IN MODERN TRINIDAD & TOBAGO

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY EXCEPT FOUN 1101 (FD11A)

COURSE DESCRIPTION: An inter-disciplinary course which examines the role of Law in the shaping of selected aspects of life in modern Trinidad & Tobago. The major themes include:

The Reception of English Law in Trinidad: the legal system, sources, reasoning, evidence and proof.
Jurisprudence and Legal Concepts (including Rights, duties, Conduct, Persons) and the History of Legal Thought (including Natural Law, Positivism, Historical and Anthropological Approaches, the Economic and Marxist Approach, American Realism, Sociological Jurisprudence and the Sociology of Law).
Law Making and Law Reform in modern Trinidad & Tobago with special emphasis on the following: Law and Domestic Life; Law and Women; Law and the Workplace; Law and Public Policy.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: HIST 3006

COURSE TITLE: LAW AND BUSINESS HISTORY IN MODERN TRINIDAD & TOBAGO

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY

COURSE DESCRIPTION: An inter-disciplinary course which examines the intersection between law and the history of business in Trinidad & Tobago since 1900, including the following topics:

1. Introduction: Jurisprudence Revisited; Economic interpretations of the law; law and economics, the development of Contract, the legal theory of the Firm, law and Entrepreneurship.
2. The regulatory environment: the history of Company law reform in Trinidad & Tobago.
3. Business development in Trinidad: beyond the plantation. The history of land legislation, the law and agriculture.
4. Small business and the informal sector; hucksters, shopkeepers; small family enterprises.
5. The law and industry: State business in Trinidad & Tobago. The transnational corporations.
6. Money, banking and commerce; the development of financial institutions; credit unions and conglomerates. The history of taxation.
7. Human capital: The history of the professions.
8. New disciplines: Globalisation and trade in historical perspectives; preferences, free trade, competition, and the WTO.

ASSESSMENT:

One coursework extended essay	40%
Final examination	60%

LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: HIST 3025

COURSE TITLE: AFRO-LATIN AMERICAN HISTORY

NUMBER OF CREDITS: 3

PREREQUISITES: NONE

COURSE DESCRIPTION: The course surveys the development of African-derived cultural spaces in Latin America with emphasis on Cuba, Haiti, and Brazil. Spanning the 16th to the 19th centuries, the course begins by studying western Africa on the eve of the transatlantic slave trade and continues through the rise of sugar, slavery, resistance, emancipation, and revolutions. Taking an interdisciplinary, eclectic approach to the study of African-derived Latin American history, the course delves into the transfer and resilience of African cultural, ideological, and religious traditions in Brazil and the Spanish-speaking circum-Caribbean.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: HIST 3503

COURSE TITLE: THE ECONOMIC HISTORY OF MODERN INDIA 1757–1947

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course also provides an understanding of the nature and development of Indian Economy during the colonial rule from 1757 to 1947. It is designed to provide explanations and insights into the transition in Indian economy during the British rule along with the development of trade, industry and banking.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL: III

SEMESTER: II

COURSE CODE: HIST 3504

COURSE TITLE: THE SOCIAL HISTORY OF MODERN INDIA 1757–1947

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course also provides an understanding of the nature of Indian society at the commencement of colonial rule. It includes the perceptions of the English and, the attempts of the colonial state to intervene in this society through its own systems and ideas of progress, the reactions of the indigenous society and the social changes that occurred during the colonial period under Company and Crown rule.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: HIST 3601

COURSE TITLE: CAPITALISM AND SLAVERY

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY

COURSE DESCRIPTION: This course is grounded in substantive analysis of Eric Williams' seminal work *Capitalism and Slavery*. The students are engaged in historiographical, theoretical and conceptual debates. The areas examined include the content of the book, the historiography before and after its publication, the historiographical debate generated, new areas of scholarship spawned by the book and the impact of the text on Caribbean economic thought.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: HIST 3603

COURSE TITLE: FROM MONROE TO CASTRO: UNITED STATES RELATIONS WITH LATIN AMERICA AND THE CARIBBEAN

NUMBER OF CREDITS: 3

PREREQUISITES: ANY LEVEL II COURSE IN CARIBBEAN HISTORY, U.S. OR LATIN AMERICAN HISTORY

COURSE DESCRIPTION: This semester course is intended to give the student an insight into the historical evolution of U.S. relations with Latin America and the Caribbean since the enunciation of the Monroe Doctrine until the end of the Cuban missile crisis. It examines the implications of the Monroe Doctrine and Manifest Destiny ideology in the context of U.S. territorial expansionism in the 19th century and treats that expansionism against the background of West European rivalry for trade, territory and political influence in Latin America and the Caribbean. The emergence of the U.S.A. as a world power following the Cuban/Spanish/American war; the growth of gun-boat and dollar diplomacy; and the U.S. reaction to the rise of Latin American and Caribbean nationalism between the two world wars are also themes that are addressed. The course ends with an examination of the drive to-wards the creation of a U.S.-led Pan-American system, formalised in the creation of the Organisation of American States, and the implications of that system for Latin America and the Caribbean in the context of the Cold War up to the Cuban revolution.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: HIST 3605

COURSE TITLE: THE AFRICAN DIASPORA I: FROM EARLIEST TIMES TO A.D. 1800

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY 2 LEVEL II COURSES IN HISTORY

COURSE DESCRIPTION: The rationale behind this course is to present a revisionist interpretation of the place of Africa, native Africans and African descended people in the diaspora in Europe, Asia and the New World by A.D. 1800. This is to counter the received 'Hegelian' and 'scientific-racist' views of the 19th century North Atlantic world, which contends that Africa and African-descended people constituted a 'civilisational nullity' until the era of contact with the North Atlantic world from the 15th century. Special focus will be given to the history of the evolution of negative views of Africa and African-descended people from the writings of certain ancient Jewish, Talmudic thinkers, through the writings of medieval Muslim intellectuals and then through the 19th century school of scientific racism across the North Atlantic.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: HIST 3606

COURSE TITLE: THE AFRICAN DIASPORA II: A.D. 1800 TO PRESENT TIMES

NUMBER OF CREDITS: 3

PRE-REQUISITES: ANY TWO LEVEL II COURSES IN HISTORY

COURSE DESCRIPTION: This course covers the major developments which have shaped the history of Africa, Africans and diaspora communities worldwide, from the age of Abolitionism and Emancipation to the present time. Emphasis will be placed on the survival initiatives, cultural and otherwise, of African-descended communities in the various parts of the New World; on the comparative historical experience of African diaspora communities; and on linkages between these communities.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: HIST 3613

COURSE TITLE: THE MODERN INDIAN DIASPORA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course will examine the dispersal and settlement of the modern Indian Diaspora from the early nineteenth century up to the time of Indian independence. The following themes will be covered in the course:

1. Brief overview of the dispersal of Indians in the period before the colonial encounter
2. The social and economic conditions in nineteenth century colonial India
3. Indentureship and the Kangani systems
4. The historical conditions of settlement in plantation colonies
5. Conflict and community formation
6. The attitude of colonial authority to Indian communities overseas
7. Indian diasporic communities and the struggle for independence in India
8. Resistance and accommodation
9. Indians and the anti-colonial movements in their various countries of settlement
10. Class formation, labour and political struggles
11. The cultural/religious question and the problems of identity
12. The role of women in the consolidation of communities
13. Indian diasporic communities and the sub-continent in the post-independence period

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL II/III

SEMESTER: MID-YEAR

COURSE CODE: HIST 3719

COURSE TITLE: HISTORICISING DESIRE: HUMAN SEXUALITY FROM THE KAMASUTRA TO THE VICTORIANS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course traces the various theological and cultural attitudes, ideas and behaviours that have, from Neo-Indian times to the Victorian period, shaped perspectives on human sexuality. Through a philosophical belief that there are virtually no universals in sexual attitudes, experiences or preferences the course intends to decode the various ways in which various societies (and the social groups within them in particular), have, over historical periods, constructed ideas of 'natural' behaviour. The major emphasis of the course will be on the historically varying and psychosocial bases of human sexuality. Additionally, since the biology of sex plays an important role in human sexuality, throughout the course attention will be given to biological foundations of human sexual behaviour and the nature vs. nurture debate concerning human sexuality.

ASSESSMENT:

Coursework	40%	Final Examination	60%
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LEVEL II/III

SEMESTER: MID YEAR

(NOT OFFERED 2013/2014)

COURSE CODE: HIST 3720

COURSE TITLE: CONTEXTUALISING DESIRE: HUMAN SEXUALITY FROM THE VICTORIANS TO "VIAGRA"

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course will trace the various theological and cultural attitudes, ideas and behaviours that have, since Victorian times shaped perspectives on human sexuality and how these have created particular understandings of this most central human experience. By asking the questions: "Do sexual attitudes and behaviours become more relaxed over time? or Do they fluctuate with the changing times, becoming more conservative or liberal as the wider culture does?", the student will realise that what is often regarded as 'natural' or 'unnatural' sexual behaviour today is relative and based on an understanding of the intersection of culture and individual experience. Therefore, the major emphasis of the course will be on the historically varying and psychosocial bases of human sexuality. Additionally, since the biology of sex plays an important role in human sexuality, throughout the course attention will be given to the biological foundations of human sexual behaviour and the issues that derive therein. In particular the "nature vs. nurture" debate concerning human sexuality (especially as it relates to the Caribbean region and Jamaica in particular) and the challenges posed by STDs to contemporary Caribbean societies will be examined.

ASSESSMENT:

Coursework	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: HIST 3801

COURSE TITLE: HISTORICAL ARCHAEOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: HIST 1804 OR HIST 2801

COURSE DESCRIPTION: The course provides a general survey of historical archaeology its definitions, techniques and methodological approaches; sources used by historical archaeologists and their limitations; material culture of the historical period generally, as well as analytical approaches to different types of evidence.

ASSESSMENT:

Coursework	40%	Final examination	60%
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Philosophy Courses

LEVEL I

SEMESTER: II

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 1002

COURSE TITLE: ETHICS AND APPLIED ETHICS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION:

Topics from Moral Philosophy

1. Morality: the problem of identifying the nature and point of morality, the objects of morality - thoughts; desires; feelings; motives; actions; lives.
2. Morality and religion.
3. The problem of moral knowledge: (a) relativism; non-cognition; anti-realism; (b) moral realism and rational morality.
4. Utilitarianism: consequentialism and welfare.
5. Deontology: duty; right; rules; justice.
6. Virtue and moral character.
7. Tolerating immorality.

Application to some current issues: (Selections to be made from the following (or other) topics) (a) abortion; (b) environmental ethics; (c) ethnicity, nationalism, racism; (d) marriage and sexual relations; (e) morality and the law; (f) moral education; (g) pornography and censorship; (h) poverty and wealth; (i) punishment and capital punishment; (j) treatment of animals; (k) war and pacifism.)

ASSESSMENT:

Two pieces of Coursework: (1) on moral philosophy	20%
(2) on practical application	20%
Examination	60%

LEVEL I

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 1003

COURSE TITLE: INTRODUCTION TO PHILOSOPHY

NUMBER OF CREDITS:

COURSE DESCRIPTION:

TOPICS:

Reasoning:

Practical and theoretical reasoning: reasons for reasoning; reasons for reasoning about reasoning.

Theoretical reasoning:

- a. beliefs; language and statements, arguments, justifications; explanations
 - b. reasoning about the world: scientific reasoning
 - c. reasoning about other people: humanities
 - d. reasoning about the past: historical reasoning
 - e. reasoning about gods: theological reasoning
 - f. relativism as a problem for rationality
- Practical reasoning:
- a. decisions; intentions; plans - justifying and explaining actions
 - b. prudential reasoning: selecting aims and methods
 - c. strategic reasoning: selecting methods of co-operation and competition
 - d. problems of public choice and public reason: selecting ways of making collective decisions.

Philosophy, reasoning and the idea of humanity.

ASSESSMENT:

Two tests (20% each)	40%
One examination	60%

LEVEL I

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 1004

COURSE TITLE: INTRODUCTION TO PHILOSOPHY I

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This first level course is designed to introduce students to the methodology and problems of reasoning and philosophical issues. As such, the course will concentrate on equipping the student to deal with, handle and utilize reasoning processes by means of engagement in and with various philosophical issues that have typified human endeavour in contemporary times and throughout the ages.

ASSESSMENT:

Coursework (One extended essay)	30%
End of Year Examination	70%

LEVEL I

SEMESTER: II

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 1005

COURSE TITLE: INTRODUCTION TO PHILOSOPHY II

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This first level course is designed to introduce students to the methodology and problems of reasoning and philosophical issues. As such, the course will concentrate on equipping the student to deal with, handle and utilise reasoning processes by means of engagement in and with various philosophical issues that have typified human endeavour in contemporary times and throughout the ages.

ASSESSMENT:

Coursework (One extended essay)	30%
End of year examination	70%

LEVEL I

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 1404

COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY I: GREEK AND HELLENISTIC PHILOSOPHY

NUMBER OF CREDITS:

COURSE DESCRIPTION: An introduction to philosophy using selected writings from philosophers of the ancient period of western philosophy. After a brief study of the Pre-Socratics, the major emphasis of the course will be on reading of selected texts of Plato and Aristotle. The course will end with a survey of philosophical movements of the Hellenistic period, up to Plotinus.

ASSESSMENT:

A two-hour examination at the end of the semester	75%
One written assignment of ca. 1500 words	25%

LEVEL I

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 1405

COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY II: PHILOSOPHY FROM DESCARTES TO THE PRESENT TIME

NUMBER OF CREDITS:

COURSE DESCRIPTION: An introduction to Modern and Contemporary Western Philosophy using selected writings from Philosophers of these periods. The course will concentrate on the contributions of Descartes, Hume, Kant, Hegel and Nietzsche and will end with a survey of trends in the 20th century philosophy.

ASSESSMENT:

One 2-hour examination at the end of the semester	75%
One written assignment of ca. 1500 words	25%

LEVEL II

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 2004

COURSE TITLE: PHILOSOPHY OF SCIENCE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: An introduction to some of the central topics in the contemporary methodology and philosophy of science.

ASSESSMENT:

Coursework (One assignment)	25%
Examination	75%

LEVEL II

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 2008

COURSE TITLE: PHILOSOPHY OF HISTORY

NUMBER OF CREDITS:

COURSE DESCRIPTION:

1. Introduction
Philosophy of history: justifying claims about the past
2. Problems of historical knowledge
Anti-realism and relativism; from data to evidence: describing the present; narrative networks: constructing the past and predicting the discovery of data; some issues in the interpretation of texts
3. Historical explanation
Explanation: its point and objects; holism and individualism; causation and regularities; the theory of rational action; interpreting action; institutions and roles; values in explanation.
4. Constructing narratives
The point of narration and its elements: events, changes and their explanations; selecting narrative subjects: conceptualising social life; selecting beginnings and endings: structures and periods; evaluating narratives: bias and incompleteness.
5. The uses of the past and the justification of historians

ASSESSMENT:

Coursework (2 pieces) 40% Examination 60%

LEVEL II

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 2402

COURSE TITLE: HERMENEUTIC PHILOSOPHY

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: A study of Hermeneutic theory from Schleiermacher to the present time with special emphasis on the theories of textual interpretation of Gadamer and Ricoeur.

ASSESSMENT:

One 2-hour examination at the end of the semester	70%
Two short essays	30%

LEVEL II

SEMESTER: II

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 2405

COURSE TITLE: STRUCTURALISM AND POST-STRUCTURALISM

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course will explore directions taken by contemporary Structuralist and Post-Structuralist thought as these pertain to Philosophy as well as to the study of Language and Literature.

ASSESSMENT:

Two short essays 30% One 2-hour examination 70%

LEVEL III

SEMESTER: I

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 3401

COURSE TITLE: TRENDS IN TWENTIETH-CENTURY PHILOSOPHY

NUMBER OF CREDITS: 3

PRE-REQUISITES: HISTORY OF WESTERN PHILOSOPHY II

COURSE DESCRIPTION: A survey of major trends in 20th century philosophy with particular emphasis on the contributions of Wittgenstein and Heidegger and on the significance of their work for contemporary theology.

ASSESSMENT:

Two short essays 30% One 2-hour examination 70%

LEVEL III

SEMESTER: II

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 3306

COURSE TITLE: GENERAL ETHICS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION:

1. Morality - its objects; relation to other forms of practical reasoning; its claims to priority
2. Morality and Religion - the euthyphro dilemma; issues in the interpretation of god's will
3. The problem of Moral Knowledge -
 - a. rejection of absolute moral knowledge: non-cognitivism; relativism; coherentism; quasi-realism
 - b. claims for moral knowledge: moral realism; rationality and moral cognitivism
4. Forms of Moral Reasoning
 - a. reasons and reasoning
 - b. moral character and virtue
 - c. moral duties and rules
 - d. consequentialism and welfare (utilitarianism)
5. Moral responsibility, Moral Autonomy and Moral Luck
6. Justifying Morality

ASSESSMENT:

Coursework (2 pieces) 40% Examination 60%

LEVEL II

SEMESTER: II

(NOT OFFERED IN 2013/2014)

COURSE CODE: PHIL 3307

COURSE TITLE: SOCIAL ETHICS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION:

ASSESSMENT:

Coursework (2 pieces) 40% Examination 60%

DEPARTMENT OF LITERARY, CULTURAL AND COMMUNICATION STUDIES

Staff Listing

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Degree Programmes Majors, Specials/ Double Majors – Course Listing

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

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

The Majors/Specials/Double Majors in the Department of Literary, Cultural & Communication Studies are as follows:

Major in Communication Studies (36 CREDITS)

LEVEL I

Course Code	Course Title	Credits
COMS 1101	Introduction to Human Communication I	3
COMS 1102	Introduction to Human Communication II	3
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines	3

PLUS 18 additional Level I credits (i.e. 6 courses of which a maximum of 3 courses could be from out of Faculty)

LEVEL II/III

Course Code	Course Title	Credits
COMS 2001	Communication Studies	3
COMS 2002	Communication Analysis	3
COMS 2101	Oral Communication	3
COMS 2102	Written Communication	3
COMS 3901	Communication Theory	3
COMS 3902	Communication Research Methods	3
COMS 3099	Language and Communication Seminar (year-long)	6
FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1301	Law, Governance, Economy and Society	3

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

COMS 2201	Intercultural Communication	3
COMS 2202	Principles of Mass Communication	3
COMS 2301	Group and Organisational Communication	3
COMS 2302	Public Relations Communication	3
COMS 2401	Communication Education	3
COMS 2402	Communication Education Practicum	3
COMS 2505	Communication Technology	3
COMS 2502	Communication Technology Practicum	3
COMS 2601	Health Communication	3
COMS 2602	Health Promotion and Education	3
COMS 2701	Technical Communication	3
COMS 2702	Legal Communication	3
LING 2302	Sociolinguistics	3
LING 2501	Language, Gender and Sex	3
MGMT 3024	Business Communication	3
MGMT 3004	Marketing Communication	3

Major in Literatures in English THE MAJOR SHALL CONSIST OF 36 CREDITS

LEVEL I

Course Code	Course Title	Credits
LITS 1201	Elements of Drama	3
LITS 1001	Introduction to Poetry	3
LITS 1002	Introduction to Prose Fiction	3
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines (Option A)	3

PLUS 15 additional Level I credits (i.e. 5 Level I courses of which a maximum of 3 courses could be from out of Faculty)

LEVEL II/ III

SEMESTER I AND SEMESTER II

Course Code	Course Title	Credits
LITS 2203	Shakespeare I	3
LITS 2307	Twentieth Century Literary Theory	3
OR		
LITS 2301	Key Issues in Literary Criticism I	
LITS 2506	Introduction to West Indian Poetry A	3
OR		
LITS 2507	WI Poetry B: Selected West Indian Poets	3
FOUN 1301	Law, Governance, Economy in Society	3
FOUN 1210	Science, Medicine, Technology in Society	3
LITS 3501	Advanced Seminar in West Indian Literature (A) Comparative Study of 5 Texts	3
LITS 3704	Tradition and Change in Modern Literature (A)	3
HUMN 3099	Caribbean Studies	6
OR an equivalent course		
AND four (4) other Level II/III Literature in English courses		

Minor in Communication Studies

(18 CREDITS)

LEVEL

Course Code	Course Title	Credits
COMS 2001	Communication Studies	3
COMS 2002	Communication Analysis	3
COMS 2101	Oral Communication	3
COMS 2102	Written Communication	3

AND any other Level II/III Communication Studies course

EXCEPT COMS 3901 and COMS 3902 and COMS 3909

COMS 3902	Communication Research Methods	3
COMS 3909	Language and Communication Seminar	6

Literatures in English

Course Code	Course Title	Credits
LITS 1001	Introduction to Poetry	3
LITS 1002	Introduction to Prose Fiction	3
LITS 1201	Elements of Drama	3
LITS 2006	English Poetry from Donne to Byron	3
LITS 2008	American Poetry and Drama	3
LITS 2101	Introduction to Children's Literature	3
LITS 2106	Novel I	3
LITS 2107	The Origins and Development of American Literary Prose	3
LITS 2108	African/Diaspora Women's Narrative	3
LITS 2109	Modern American Literary Prose	3
LITS 2110	Novel II	3
LITS 2203	African Literature in English I: Prose Fiction	3
LITS 2208	Shakespeare I	3
LITS 2301	African Literature in English II: Drama and Poetry	3
LITS 2307	Key Issues in Literary Criticism I	3
LITS 2502	Twentieth Century Literary Theory	3
LITS 2506	Caribbean Women Writers	3
LITS 2507	Introduction to West Indian Poetry: (A) Oral and Related Literature from the West Indies	3
LITS 2508	Introduction to West Indian Poetry: (B) Selected West Indian Poets	3
LITS 2510	West Indian Prose Fiction: The Novel	3
LITS 2603	West Indian Prose Fiction: The Short Story	3
LITS 2604	Creative Writing: Poetry	3
LITS 2704	Creative Writing: Prose Fiction I	3
LITS 3205	Post-Colonialism and Medieval Literature	3
LITS 3501	Shakespeare II	3
LITS 3502	Advanced Seminar in West Indian Literature I: Comparative Study of Five Texts	3
LITS 3701	Advanced Seminar in West Indian Literature B) Special Authors	3
LITS 3702	African American Literature	3
LITS 3704	African American Women Writers	3
LITS 3705	Tradition and Change in Modern Literature – A	3
LITS 3801	Tradition and Change in Modern Literature – B	3
LITS 3802	Indian Literature in English (Seminar)	3
	The Literature of the Indian Diaspora (Seminar)	3

Minor in Literatures in English

A minimum of five (5) English courses (15 credits) including one (1) course in Shakespeare, one (1) course in West Indian Literature, and three (3) other courses at Level II/III. Students are also required to complete the three (3) Level 1 pre-requisites.

Bachelor of Arts Programmes – Course Listing

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

Communication Studies

Course Code	Course Title	Credits
COMS 1101	Human Communication I	3
COMS 1102	Human Communication II	3
COMS 2001	Communication Studies	3
COMS 2002	Communication Analysis	3
COMS 2101	Oral Communication	3
COMS 2102	Written Communication	3
COMS 2201	Intercultural Communication	3
COMS 2202	Principles of Mass Communication	3
COMS 2301	Group and Organisational Communication	3
COMS 2302	Public Relations Communication	3
COMS 2401	Communication Education	3
COMS 2402	Communication Education Practicum	3
COMS 2501	Communication Technology	3
COMS 2502	Communication Technology Practicum	3
COMS 2601	Health Communication	3
COMS 2602	Health Promotion and Education	3
COMS 2701	Technical Communication	3
COMS 2702	Legal Communication	3
COMS 3901	Communication Theory	3

Degree Programmes – Course Descriptions

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

Communication Studies Courses

LEVEL I

SEMESTER: I

COURSE CODE: COMS 1101

COURSE TITLE: HUMAN COMMUNICATION I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL I

SEMESTER: II

COURSE CODE: COMS 1102

COURSE TITLE: HUMAN COMMUNICATION II

NUMBER OF CREDITS: 3

PRE-REQUISITES: COMS 1101

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: I

COURSE CODE: COMS 2001

COURSE TITLE: COMMUNICATION STUDIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: II

COURSE CODE: COMS 2002

COURSE TITLE: COMMUNICATION ANALYSIS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I

COURSE CODE: COMS 2101

COURSE TITLE: ORAL COMMUNICATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework			100%
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LEVEL: II

SEMESTER: II

COURSE CODE: COMS 2102

COURSE TITLE: WRITTEN COMMUNICATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: I

COURSE CODE: COMS 2201

COURSE TITLE: INTERCULTURAL COMMUNICATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION:

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

ASSESSMENT

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I

COURSE CODE: COMS 2202

COURSE TITLE: PRINCIPLES OF MASS COMMUNICATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL II

SEMESTER: II

COURSE CODE: COMS 2301

COURSE TITLE: GROUP AND ORGANISATIONAL COMMUNICATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The training offered in this course will help to improve your ability to work in groups and to succeed in a professional environment. This course exposes students to the intricacies, dynamics, and challenges of communicating effectively in both groups, and in the workplace. Several aspects of the factors that help to shape group work will be explored including power relations, differing competencies, culture, and gender. Course material is taught in modules and students' work will be evaluated on a continuous basis.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: II

COURSE CODE: COMS 2302

COURSE TITLE: PUBLIC RELATIONS COMMUNICATION

NUMBER OF CREDITS:

PRE-REQUISITES:

COURSE DESCRIPTION: This is an advance student listing that requires a solid understanding of communication theories and written communication. Students will be prepared to enter the work environment after taking the course as they will learn industry standard approaches to communicate with various publics, how to develop a Public Relations Plan that is customized to the needs and challenges of a selected organization, analyze and determine the effectiveness of public relations strategies and tactics, as well as how to craft a news release – the basic tool of the PR practitioner on any topic for use in a public medium of communication.

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: COMS 2401

COURSE TITLE: COMMUNICATION EDUCATION

NUMBER OF CREDITS:

PRE-REQUISITES:

COURSE DESCRIPTION:

LEVEL: II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: COMS 2402

COURSE TITLE: COMMUNICATION EDUCATION PRACTICUM

NUMBER OF CREDITS:

PRE-REQUISITES:

COURSE DESCRIPTION:

ASSESSMENT:

LEVEL II

SEMESTER: I

COURSE CODE: COMS 2501

COURSE TITLE: COMMUNICATION TECHNOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: Communication Technology will examine new media from a variety of perspectives, investigating forms and examples of new media as well as the theories that underlie and emerge from these forms. Since new media does not inhabit one particular discipline this course will be profoundly interdisciplinary, drawing from areas of study such as communication, art, political science, history, science, game theory, economics, and rhetoric. (This course does not teach the technical skills in creating websites.)

ASSESSMENT:

Coursework	50%	Examination	50%
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LEVEL: II
SEMESTER: II
(NOT OFFERED 2013/2014)
COURSE CODE: COMS 2502
COURSE TITLE: COMMUNICATION TECHNOLOGY PRACTICUM
NUMBER OF CREDITS:
PRE-REQUISITES:
COURSE DESCRIPTION:
ASSESSMENT:

LEVEL: II
SEMESTER: I
(NOT OFFERED 2013/2014)
COURSE CODE: COMS 2601
COURSE TITLE: HEALTH COMMUNICATION
NUMBER OF CREDITS:
PRE-REQUISITES:
COURSE DESCRIPTION:
ASSESSMENT:

LEVEL: II
SEMESTER: II
(NOT OFFERED 2013/2014)
COURSE CODE: COMS 2602
COURSE TITLE: HEALTH PROMOTION AND EDUCATION
NUMBER OF CREDITS:
PRE-REQUISITES:
COURSE DESCRIPTION:
ASSESSMENT:

LEVEL: II
SEMESTER: I
(NOT OFFERED 2013/2014)
COURSE CODE: COMS 2701
COURSE TITLE: TECHNICAL COMMUNICATION
NUMBER OF CREDITS:
PRE-REQUISITES:
COURSE DESCRIPTION:
ASSESSMENT:

LEVEL: II
SEMESTER: II
COURSE CODE: COMS 2702
COURSE TITLE: LEGAL COMMUNICATION
NUMBER OF CREDITS: 3
PRE-REQUISITES:
COURSE DESCRIPTION: Legal Communication is premised on issues in Media Literacy. It will therefore look at deconstructing the media around us – this course asks students to critically examine and analyze the media projects of others, especially those that are in our environment. It takes into consideration issues such as who owns the media, what are the legal boundaries of operation, how does the government use media, what are the trends in media consumption, audience impact. This course calls for a high level of analytically thinking and is therefore aimed at the advanced communication student.
ASSESSMENT:
Coursework 40%
Final examination (2 hours, 2 questions) 60%

LEVEL: III
SEMESTERS I AND II
COURSE CODE: COMS 3099
COURSE TITLE: LANGUAGE AND COMMUNICATION SEMINAR
NUMBER OF CREDITS: 6
PRE-REQUISITES: 6 CREDITS OF COMMUNICATION OR LINGUISTICS
COURSE DESCRIPTION: Common areas of interest in Linguistics and Communication are systematically explored in a modular fashion. Students and instructors combine general Linguistics theory (syntax, semantics, lexicon and phonology), Sociolinguistics (issues such as variation, sex/gender, power, interaction, discourse), language history and change, Creole Linguistics, Applied Linguistics (language study and teaching) with communication theory and analysis. A combination of knowledge, skills and attitudes from the respective fields addresses phenomena, problems and solutions in language use and communication.
ASSESSMENT:
Coursework 60% Thesis Examination 40%
NOTE: This is a 2-Semester course and may be read as a substitute course for Caribbean Studies.

LEVEL: III

SEMESTER: I

COURSE CODE: COMS 3901

COURSE TITLE: COMMUNICATION THEORY

NUMBER OF CREDITS:

PRE-REQUISITES: TWO LEVEL II COMMUNICATION COURSES

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

ASSESSMENT:

Coursework	60%	Examination	40%
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LEVEL: III

SEMESTER: I

COURSE CODE: COMS 3902

COURSE TITLE: COMMUNICATION RESEARCH METHODS

NUMBER OF CREDITS: 3

PRE-REQUISITES: COMS 3901 AND ONE (1) LEVEL II COMMUNICATION COURSE

COURSE DESCRIPTION: Students explore the range of quantitative and qualitative methodologies used in conducting communication research and examine the advantages and limitations of various approaches to designing a research project. During the course students will produce a research proposal as the basis for conducting a research project COMS3099.

ASSESSMENT:

Coursework	60%	Examination	40%
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Literatures in English Courses

LEVEL I

SEMESTER: I (EVENING) AND II (DAY)

COURSE CODE LITS 1001

COURSE TITLE: INTRODUCTION TO POETRY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL I

SEMESTER: I (DAY) AND II (EVENING)

COURSE CODE: LITS 1002

COURSE TITLE: INTRODUCTION TO PROSE FICTION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL I

SEMESTER: I (DAY) AND II (EVENING)

COURSE CODE: LITS 1201

COURSE TITLE: THE ELEMENTS OF DRAMA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Coursework	50%
Final examination	50%

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

LEVEL II

SEMESTER: II

COURSE CODE: LITS 2006

COURSE TITLE: ENGLISH POETRY FROM DONNE TO BYRON

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS1001

COURSE DESCRIPTION: This course will explore the changing features of, and assumptions behind, English poetry from 1593 to 1821. It will do this by concentrating on the works of Donne, Milton, Pope, Blake, Wordsworth, Coleridge, Shelley, Keats and Byron. Through close textual analysis, the course pays special attention to the contrasts between these, along with the changing philosophical and sociopolitical landscapes giving rise to them.

ASSESSMENT:

Coursework	40%
Final Examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 2008

COURSE TITLE: AMERICAN POETRY AND DRAMA

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1201

COURSE DESCRIPTION: This course is an examination of the development and achievement of American poetry and drama from the 18th and 19th centuries to the present time.

ASSESSMENT:

One coursework essay	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: II

COURSE CODE: LITS 2010

COURSE TITLE: INTRODUCTION TO CHILDREN'S LITERATURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1002

COURSE DESCRIPTION: This course is designed to provide an understanding of how childhood is constructed in children's literature; to analyse and appreciate the use of language in literature by focusing on narrative strategies; to develop critical understanding of the concept of genre as it applies to children's texts; and to explore theoretical and critical perspectives on children's literature. The course aims to develop in course participants the ability to read sensitively and to analyse critically seemingly "simple" texts, and to develop critical appreciation of the work of a range of children's authors through the examination of works from different historical and cultural backgrounds and different literary genres.

ASSESSMENT:

Tutorial presentation	10%
Coursework essay	30%
Final examination	60%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 2101

COURSE TITLE: NOVEL I

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1002

COURSE DESCRIPTION: This course is designed to introduce students to concepts of the genre (concentrating on the two informing traditions of realism and romance); to the critical tools and vocabulary necessary for novel analysis; to the historical context within which the early English novel originated and developed. This introductory module will broaden and deepen students' understanding of prose fiction gained through LITS 1002. The course will also move on from a selection of Elizabethan fiction to identify some of the forms and directions taken by early novels, for example, the moral fable, the allegory, the comic-epic, the satire, the social novel, and the gothic novel.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

COURSE CODE: LITS 2106

COURSE TITLE: THE ORIGINS AND DEVELOPMENT OF AMERICAN LITERARY PROSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1002

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

ASSESSMENT:

Prepared tutorial/seminar presentation	10%
1 Coursework essay	30%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 2107

COURSE TITLE: AFRICAN / DIASPORA WOMEN'S NARRATIVE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001 OR LITS 1002

COURSE DESCRIPTION: This course examines a selection of female-authored narratives from the African continent and the African diaspora, relating the texts to their social, cultural and political contexts. The course explores issues informing the emergence of black women's writing in the twentieth century, such as identity formation, gender, class and ethnicity. Central to the delivery of the course are close reading and critical analysis of the literary qualities of each text. The course also employs a comparative approach to the analysis of the texts.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: II

COURSE CODE: LITS 2108

COURSE TITLE: MODERN AMERICAN LITERARY PROSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS1002

COURSE DESCRIPTION: This course is an examination of the work of major 20th century American writers.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

COURSE CODE: LITS 2109

COURSE TITLE: NOVEL II

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS1002

COURSE DESCRIPTION: In this course the student will study the development of the novel in the nineteenth and twentieth centuries through an examination of the work of five major novelists chosen to illustrate different aspects of that development.

The course examines novels from mainstream English literature but also some novels of a more experimental nature. We begin with the Victorian period in which the novel was said to reach its apotheosis, and progress to novels that employed more provincial dialects and landscapes, to novels that reflect a more modern period with their experimentation in form and language, and the presentation of complex moral issues. Concepts such as the following will be explored in relation to the set texts: bildungsroman, social satire, novel of crime and detection, romance, gothic novel, autobiography, psychological realism, tragedy, black comedy, dystopian literature, science fiction, and cyberpunk fiction.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 2110

COURSE TITLE: AFRICAN LITERATURE IN ENGLISH I: PROSE FICTION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

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

ASSESSMENT:

Tutorial presentation and one coursework essay	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

COURSE CODE: LITS 2203

COURSE TITLE: SHAKESPEARE I

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1201

COURSE DESCRIPTION: A core course, pre-requisite to the attainment of a Bachelor of Arts Degree for students majoring in Literatures in English. Beginning with a short survey of philosophical, socio-political and literary aspects of the Elizabethan age, the course will study three a selection of plays derived from the genres of comedy, history and tragedy. At the end of the course, students should be able to describe Shakespearean history, tragedy, comedy and romance, and to apply characteristics of these genres to the interpretation of individual plays; to debate major issues of the plays and relate these to the thought of Shakespeare's time; to explain and interrogate major critical responses to the plays; to demonstrate the relevance of performance to interpretation and to assess the contribution of film to our understanding of particular plays.

ASSESSMENT:

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

LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 2208

COURSE TITLE: AFRICAN LITERATURE IN ENGLISH II: DRAMA AND POETRY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

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

ASSESSMENT:

Tutorial presentation and one coursework essay	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: II

COURSE CODE: LITS 2301

COURSE TITLE: KEY ISSUES IN LITERARY CRITICISM

NUMBER OF CREDITS: 3

PRE-REQUISITES: 6 YEAR I LITERATURE CREDITS

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

ASSESSMENT:

Coursework	50%
Final examination (2-hour, 2 questions)	50%

LEVEL II

SEMESTER: I

COURSE CODE: LITS 2307

COURSE TITLE: TWENTIETH CENTURY LITERARY THEORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course introduces students to major 20th century theoretical and critical approaches. A broad selection of statements will be drawn from theories that represent significant changes in modern and post-modern ideas and methodologies in relation to literature and literary practice. At least 6 topics will be chosen from the following: structuralism, post-structuralism, post-modernism, Marxist and neo-Marxist criticism, feminist criticism, psychoanalytic criticism, reader-response criticism, ecocriticism, post-colonial criticism, new historicism and cultural materialism.

Students will explore a series of issues in relation to the literary text such as:

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

ASSESSMENT

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: II

COURSE CODE: LITS 2502

COURSE TITLE: CARIBBEAN WOMEN WRITERS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1002

COURSE DESCRIPTION: This course examines a selection of novels, short stories and poems written by women from a variety of Caribbean territories. It relates the texts to the historical, social, and cultural realities of the region, and explores commonalities among them as well as the specific emphases of individual Caribbean women writers. Major thematic concerns are analysed, especially gender, class, ethnicity, family and identity formation. Central to the delivery of the course are close reading and critical analysis of the literary qualities of each text.

ASSESSMENT:

Group presentation	10%
Tutorial presentation	10%
Coursework essays	20%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

COURSE CODE: LITS 2506

**COURSE TITLE: INTRODUCTION TO WEST INDIAN POETRY
A ORAL AND RELATED LITERATURE FROM THE WEST
INDIES**

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS1001

COURSE DESCRIPTION: This course introduces students to the oral tradition of the West Indies. It illustrates how that tradition both developed within itself and became the source of development for several poetic forms and structures. Particular attention will be paid to the ongoing presence of narrative, legend, prayer, elegy, praise-song, work song, etc., in "formal" West Indian poetry. Continuity of function, for example, praise, blame, complaint, satire, social control, warning, invective, doom-saying or celebration, or the evocation of laughter, will also be demonstrated.

ASSESSMENT:

Tutorial presentation	10%
One research paper	30%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: II

COURSE CODE: LITS 2507

**COURSE TITLE: INTRODUCTION TO WEST INDIAN
POETRY: B SELECTED WEST INDIAN POETS**

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS1001

COURSE DESCRIPTION: This course focuses on four poets, representative samples of whose work will be closely read to explore important themes and concerns such as: history, race/ethnicity, identity, politics, landscape, time, death, desire, journey/quest, and the situation of the artist. While the central focus will be on the individual talent of each poet, LITS2507 will ultimately be concerned with the larger objective of determining what these poets have contributed to the emerging tradition of anglophone West Indian poetry. A comparative perspective will be employed. Particular attention will be paid to craft and form and to the relationship between oral and scribal modes focused on in LITS2506.

ASSESSMENT:

Tutorial presentation	15%
One research paper	25%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 2508

COURSE TITLE: WEST INDIAN PROSE FICTION: THE NOVEL

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS1002

COURSE DESCRIPTION: LITS 2508 examines issues shaping the development of the West Indian novel from the 1930s to the present. The course explores thematic trends and issues of form in a selection of five novels which are read against the historical and cultural realities peculiar to the region. Some areas of emphasis will be language use, and thematic concerns such as identity, ethnicity, class and gender. Central to the delivery of the course are close reading and critical analysis of the literary qualities of each text.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

COURSE CODE: LITS 2510

COURSE TITLE: WEST INDIAN PROSE FICTION: SHORT NARRATIVES

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1002

COURSE DESCRIPTION: LITS2510 introduces students to short narratives by writers from a range of Caribbean societies. The course engages students in the analysis of the writer's craft, as well as some of the major thematic concerns informing West Indian Fiction, such as: the colonial experience, resistance, ethnicity, class, gender, family, the development of a West Indian Culture, and the experience of the West Indian Diaspora. Attention is given to language use in the work of West Indian Writers.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

COURSE CODE: LITS 2603

COURSE TITLE: CREATIVE WRITING: POETRY

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001

COURSE DESCRIPTION: This course is conducted in workshop style. It will provide participants with the basic tools to create poems that resonate with their readers. A proactive approach will be implemented. Participants will learn by writing, class discussions and criticism. They will assess their poems relative to those of the best contemporary poets of their literary environment. The objectives are to expand the students' poetic vocabulary; to enhance their appreciation and use of poetic techniques; and help them utilise acquired knowledge in the creation of some fixed form and free verse poems.

ASSESSMENT:

Regular attendance and active participation	20%
Presentation of portfolio of six poems	80%

LEVEL II

SEMESTER: II

COURSE CODE: LITS 2604

COURSE TITLE: CREATIVE WRITING: PROSE FICTION

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS1002 OR APPROVED PORTFOLIO OF FICTION WRITING

COURSE DESCRIPTION: LITS2604 seeks to develop students' skills in the writing of fiction, specifically the short story. The approach is to engage students in continuous production, criticism and rewriting. Class sessions consist of: examination of some basic principles and elements of the writer's craft; study of samples from the work of other writers; and discussion of individual students' story ideas and first drafts. Over the course of the semester each student builds up a portfolio containing: prewriting notes, first drafts and final drafts of two stories.

ASSESSMENT:

Story 1	40%
Story 2	40%
In-class assignment	20%

LEVEL II

SEMESTER: I

COURSE CODE: LING 2702

COURSE TITLE: POINT-OF-VIEW AND MEANING IN LITERARY DISCOURSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: 6 CREDITS OF LEVEL I LINGUISTICS AND 3 CREDITS OF LEVEL I LITERATURE

COURSE DESCRIPTION: The course aims at preparing students to interpret poetry and prose by analysis of perspective and semantics in the discourse. It also aims at familiarising students with theoretical linguistic issues associated with poetics, in particular those issues associated with point-of-view and with the linguistic bases of figurative language. At the end of the course, students should be prepared to describe and to explain how perspective is conveyed in fiction and poetry.

ASSESSMENT:

In-course	100%
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LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 2704

**COURSE TITLE: POST-COLONIALISM AND
MIEVEAL LITERATURE**

NUMBER OF CREDITS: 3

PRE-REQUISITES: 6 CREDITS LEVEL I LITERATURE

COURSE DESCRIPTION: This course approaches Medieval English literature as a vernacular literature in a hybrid culture. Several themes are considered, such as exile and dispossession; struggles for freedom; journey and masquerade; identity construction. The course also includes attention to the rewriting of imperial texts (as in *Sir Orfeo*). Broad reference is made to texts in a variety of genres, however, detailed attention is required for prescribed texts, mainly, but not exclusively selected from Chaucer's *Canterbury Tales*.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: I

**(MAY BE READ AS A SUBSTITUTE COURSE FOR CARIBBEAN
STUDIES TOGETHER WITH LITS3502)**

COURSE CODE: LITS 3501

**COURSE TITLE: ADVANCED SEMINAR IN
WEST INDIAN LITERATURE A: COMPARATIVE STUDY
OF 5 TEXTS**

NUMBER OF CREDITS: 3

**PRE-REQUISITES: YEAR II PASSES IN ANY OF THE WEST
INDIAN LITERATURE COURSES.**

COURSE DESCRIPTION: This course will explore key texts by men and women of the anglophone Caribbean. The method will be comparative and students will be expected to emerge with a comprehensive knowledge of the shaping processes of a Caribbean literary tradition.

ASSESSMENT:

One coursework essay	40%
Final examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: II

COURSE CODE: LITS 3205

COURSE TITLE: SHAKESPEARE II

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 2203

COURSE DESCRIPTION: An advanced course designed to encourage students to network meaning through comparisons across Shakespeare's work and through applications of recent theory. Students are encouraged to compare belief and value systems that confront each other within and between plays.

ASSESSMENT:

Coursework	40%
Final examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: II

COURSE CODE: LITS 3502

**COURSE TITLE: ADVANCED SEMINAR IN WEST INDIAN
LITERATURE B: SPECIAL AUTHORS
(MAY BE READ AS A SUBSTITUTE COURSE FOR
CARIBBEAN STUDIES TOGETHER WITH LITS3501 (E35D))**

NUMBER OF CREDITS: 3

PRE-REQUISITES: PART (A) OF THIS COURSE - LITS3501

COURSE DESCRIPTION: This course involves close study of the major essays, interviews, fictional and non-fictional works of single West Indian authors.

ASSESSMENT:

Coursework Essay	40%
Final Examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 3701

**COURSE TITLE: AFRICAN AMERICAN LITERATURE
NUMBER OF CREDITS: 3**

PRE-REQUISITES: LITS1001, LITS1002, LITS1201

COURSE DESCRIPTION: A study of the development of writing by African-Americans from the earliest manifestations to the present time. The intention is to identify the unique characteristics of this body of literature.

ASSESSMENT:

One coursework essay	40%
Final examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: I

COURSE CODE: LITS 3702

**COURSE TITLE: AFRICAN-AMERICAN WOMEN WRITERS
NUMBER OF CREDITS: 3**

PRE-REQUISITES: LITS1001, LITS1002, LITS1201

COURSE DESCRIPTION: LITS3702 examines works of prose, poetry and drama by African-American women writers of the twentieth century, read against their specific socio-cultural setting. Some attention is given to the emergence of black feminisms. These works display a range of thematic issues, such as slavery; migration; racism; labour relations; identity formation; mothering; and familial and gender relations. The course explores commonalities as well as variety within the canon. Central to the delivery of the course are close reading and critical analysis of the literary qualities of each text.

ASSESSMENT:

Group presentation	10%
Tutorial presentation	10%
Coursework essay	20%
Final examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: I

COURSE CODE: LITS 3704

COURSE TITLE: TRADITION AND CHANGE IN

MODERN LITERATURE – A

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1002

COURSE DESCRIPTION: This is a core course. It looks specifically at the period of High Modernism in Britain and Ireland and explores the transformations in form, language and thought that made the first half of the 20th century a distinctive literary era.

ASSESSMENT:

One coursework essay	30%
One oral presentation written	10%
Final examination	60%
(2 hours, 2 questions)	

LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: LITS 3705

COURSE TITLE: TRADITION AND CHANGE IN MODERN

LITERATURE – B

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1002

COURSE DESCRIPTION: This is an advanced course. It will look specifically at the texts that have emerged after the period of High Modernism and the influences and changes that have shaped these works. Analyses of contemporary writing to include the impact of technology on British and Irish writing will be a key component.

ASSESSMENT:

One coursework essay	30%
One oral presentation	10%
Final examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: I

(SEMINAR)

COURSE CODE: LITS 3801

COURSE TITLE: INDIAN LITERATURE IN ENGLISH

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1002, LITS 1201

COURSE DESCRIPTION: This course examines the development and the achievements of Indian Literature in English. The approach will be partly historical/cultural in the earlier period, and, in the later period, will concentrate on individual authors. The texts will be chosen to highlight the linguistic, religious, and regional variety manifested in the literature.

ASSESSMENT:

One coursework essay	40%
Final examination (2 hours, 2 questions)	60%

LEVEL III

SEMESTER: II

(SEMINAR)

COURSE CODE: LITS 3802

COURSE TITLE: THE LITERATURE OF THE INDIAN

DIASPORA

NUMBER OF CREDITS: 3

PRE-REQUISITES: LITS 1001, LITS 1002, LITS 1201

COURSE DESCRIPTION: This course examines the literature of the Indian Diaspora in Europe, North America and the Caribbean, the characteristics of the Diaspora, the kinds of writing produced therein, and the differences and similarities between, for example, North America and Caribbean literary works in the tradition.

ASSESSMENT:

One coursework essay	40%
Final examination (2 hours, 2 questions)	60%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LING 2404

OFFERED IN ALTERNATE YEARS WITH LING 2702

COURSE TITLE: STRUCTURE AND MEANING IN LITERARY

DISCOURSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: 6 CREDITS OF LEVEL I LINGUISTICS AND 3 CREDITS OF LEVEL I LITERATURE

COURSE DESCRIPTION: This course prepares the student to interpret poetry and prose through the analysis of language. Issues associated with structure at the level of sound, sentence and discourse have implications for meaning in the text. The course leads students through description of narrative and verse form to critical interpretation.

Method of Instruction:

2 lectures and 1 tutorial per week

ASSESSMENT:

In-course assignments and final examination

DEPARTMENT OF MODERN LANGUAGES AND LINGUISTICS

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Certificate Programmes

Diploma in Caribbean Sign Language Interpreting

Course Code	Course Title	Credits
LING 1005	Introduction to Language	3
LING 1002	Introduction to Morphology & Syntax	3
LING 2204	Deaf Language and Culture	3
LING 2819	Structure and Usage of Caribbean Sign Language I	3
LING 2820	Structure and Usage of Caribbean Sign Language II	3
LING 2920	Introduction to the Theory and Practice of Translation	3
LING 3909	The Profession of Interpreting	3
LING 3910	The Practice of Sign Language Interpreting	3
LING 3819	Advanced Caribbean Sign Language	3
EDLA 3113	Structure of Creole	3
OR		
A Caribbean vernacular structure and usage course, e.g.,		
LING 2902	Structure & Usage of French-Lexicon Creole I (Patois)	3
LING 2903	Structure & Usage of French-Lexicon Creole II (Patois)	3

Professional Development in TESOL

COURSE DESCRIPTIONS

COURSE CODE: LING 1103
(NOT OFFERED 2013/2014)

COURSE TITLE: INTRODUCTION TO METHODOLOGY, LESSON PLANNING AND CLASSROOM MANAGEMENT

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course and LING 1104 are designed to serve as an effective basic training for persons who wish to teach English as a Foreign Language but who do not have a prior degree in this or a related area. They include a survey of approaches and methodologies to teaching English, a brief survey of language acquisition and learning, language awareness training, significant features of English grammar, classroom procedures, observation and evaluation, as well as syllabi and material design.

ASSESSMENT:
100% in-course

COURSE CODE: LING 1104
(NOT OFFERED 2013/2014)

COURSE TITLE: PRACTICAL AND INNOVATIVE APPROACHES TO TEFL (PROFESSIONAL DEVELOPMENT COURSE IN TESOL)

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: LING 1104 includes a teaching internship of approximately 20 hours to be completed in an English Language school of the student's choice, at the discretion of its Director. This internship will be an integral part of the course.

ASSESSMENT:
100% in-course

Certificate (and Minor) in Speech and Language Pathology

LEVEL I

SEMESTER II

The following three (3) Level I* Linguistics courses are compulsory:

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
MDSC 1003	Introduction to Audiology	3
MDSC 1004	Introduction to Anatomy and Physiology	3

LEVELS II AND III

Course Code	Course Title	Credits
LING 2006	Speech and Hearing Science	3
LING 2101	Language Acquisition	3
LING 2105	Language Development and Language Learning Disabilities	3
EDSE 6213	Introduction to Special Education	4
MDSC 2003	Clinical Management	3

LINGUISTICS

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology *	3
	(Pre-requisite for Minor)	
LING 2006	Speech and Hearing Science	3
LING 2101	Language Acquisition	3
LING 2105	Language Development and Language and Learning Disabilities	3

EDUCATION

Course Code	Course Title	Credits
EDSE 6213	Introduction to Special Education	4

MEDICINE

Course Code	Course Title	Credits
MDSC1003	Introduction to Audiology * (Pre-requisite for Minor)	3
MDSC 1004	Introduction to Anatomy and Physiology * (Pre-requisite for Minor)	6

INTERDISCIPLINARY PRACTICUM

Course Code	Course Title	Credits
MDSC2003	Clinical Management	3

COURSE DESCRIPTIONS

LINGUISTICS

SEMESTER: II

COURSE CODE: LING 1001

COURSE TITLE: INTRODUCTION TO PHONETICS AND PHONOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to introduce students to the analysis, recognition, reproduction and transcription of speech sounds, and to enable them to understand the myriad possible patterning of these sounds in a wide cross-section of the world's languages. It is especially useful for anyone interested in studying or teaching English, French, Spanish, Portuguese, Hindi, or any other language, and in speech and language pathology.

ASSESSMENT:

In-course	40%	Final Examination	60%
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SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: MDSC 1003

COURSE TITLE: INTRODUCTION TO AUDIOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is intended to impart a basic understanding of the normal auditory system, hearing loss and its causes, diagnosis and management. It is also intended to provide basic insight into the roles of various healthcare workers in this country, and abroad, in the management of hearing loss. This will provide the student with the necessary background to deal effectively with persons who are hearing impaired and to recognise a possible hearing loss in their clients.

ASSESSMENT:

In-course:	25%
End of semester assessment:	
Multiple choice questions-	60%
Practical	15%

SEMESTER: I AND II

(NOT OFFERED 2013/2014)

COURSE CODE: MDSC 1004

COURSE TITLE: ANATOMY AND PHYSIOLOGY OF SPEECH AND LANGUAGE I and II

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: It is mandatory that students of speech and language be cognisant of the structure and functioning of the parts of the human body that are responsible for the generation and comprehension of language. This course provides a description of the anatomy and physiology of the human organs involved in speech and language production and the ways in which they work together for the purpose of language production in normal situations.

This includes an introduction to basic concepts of anatomy and physiology and consideration of the auditory system, the respiratory system, the phonation system, the nervous system, and the complex interactions among these systems. Such information will form the basis for determining any speech and language pathology which may exist at any time point. In addition to lecture-based knowledge, students will receive practical exposure to the gross anatomy specimens of relevant human organs and/or their models and to their functional aspects.

ASSESSMENT:

In-course:	40%	Final examination:	60%
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SEMESTER: II

COURSE CODE: EDSE 6213

(NOT OFFERED 2013/2014)

COURSE TITLE: INTRODUCTION TO SPECIAL EDUCATION

NUMBER OF CREDITS: 4

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

ASSESSMENT:

Coursework:	40%	Final examination:	60%
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SEMESTER: I

COURSE CODE: LING 2006

COURSE TITLE: SPEECH AND HEARING SCIENCE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001

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

ASSESSMENT:

Coursework (40%) and examination (60%)

SEMESTER: II

COURSE CODE: LING 2101

COURSE TITLE: LANGUAGE ACQUISITION

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: This course is designed to enable students to comprehend the natural processes of primary language acquisition in monolingual, bilingual, and multilingual situations. It examines theories of language acquisition as they have developed and measures these against experimental and naturalistic findings in this burgeoning field.

It examines the contribution of neurolinguistic findings to the field. It investigates the major current issues in language acquisition research, specifically the roles of the first language(s), environmental, social-psychological, and neurological factors. Language acquisition is distinguished from language learning. The course is also part of the Certificate and Minor in Speech and Language Pathology.

ASSESSMENT:

Coursework (40%) and examination (60%)

SEMESTER: II

COURSE CODE: LING 2105

COURSE TITLE: LANGUAGE DEVELOPMENT AND LANGUAGE LEARNING DISABILITIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2101

COURSE DESCRIPTION: This course offers an introductory survey of the range of language and learning disabilities, and will equip participants with a basic understanding of these conditions, and their symptoms. It is part of a larger Certificate programme and a Minor in Speech and Language Pathology, which will provide the community with persons sufficiently cognisant of language disabilities and their manifestations so as to be able to take the appropriate identification measures, to make referrals and assist in intervention strategies. This course targets parents social workers, nurses, educators, and undergraduate students who are or will be teachers/researchers/consultants in language development.

ASSESSMENT:

In-course: 50% Final examination: 50%

SEMESTER: II

COURSE CODE: MDSC 2003

COURSE TITLE: CLINICAL MANAGEMENT

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a structured Observation Course which will include observational hours in clinical settings in Trinidad & Tobago. It will address clinical practicum issues, such as:

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

ASSESSMENT:

100% in-course

Degree Programmes Majors, Specials/ Double Majors – Course Listing

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

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

The Majors/Specials/Double Majors in the Department of Modern Languages & Linguistics are as follows:

Major in French

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

LEVEL I

Course Code	Course Title	Credits
FREN 1401	French Language IA	3
FREN 1402	French Language IB	3
FREN 1599	Introduction to Literature in French	6
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing For Different Disciplines (OPTION A or B)	3

PLUS 12 additional Level I credits (i.e. 4 Level I courses of which a maximum of 3 courses could be from out of Faculty)
LING 2902 – Structure & Usage of French Lexicon Creole I and
LING 2903 – Structure & Usage of French Lexicon Creole II are highly recommended for French Majors.

For a Minor in Linguistics for future teachers of French, consult the Linguistics Section.

LEVEL II

Course Code	Course Title	Credits
FREN 2002	Introduction to Business French	3
FREN 2401	French Language IIA	3
FREN 2402	French Language IIB	3
FREN 2607	Post Romantic Poetry	3

OR

FREN 2605	The French Novel in the 19th Century	3
FREN 2608	French Caribbean Women Writers	3
FOUN 1301	Law, Governance, Economy and Society	3
FOUN 1210	Science, Medicine and Technology in Society	3

PLUS 12 additional Level II/III credits (i.e. 4 Level II/III courses of which a maximum of 3 courses could be from out of Faculty)

LEVEL III

Course Code	Course Title	Credits
FREN 2002	Introduction to Business French	3
FREN 3401	French Language IIIA	3
FREN 3402	French Language IIIB	3
FREN 3004	Representing the “New” in Postwar French Fiction, Theatre and Film	3

OR

FREN 3502	French Caribbean Poetry and Drama	3
FREN 3505	French Caribbean Prose	3
HUMN 3099	Caribbean Studies	6

OR an equivalent course

PLUS 6 additional Level II/III credits (i.e. 2 Level II/III FHE or out of Faculty courses)

Major in Linguistics

The major in Linguistics requires thirty-six (36) credits, and must include the following:

LEVEL I

The following three (3) Level I* courses are compulsory:

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3
PLUS		
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines (Option A or B)	3

PLUS 15 additional Level I credits (i.e. 5 Level I courses of which a maximum of 3 courses may be from out of Faculty)

LEVEL II

A minimum of five (5) Linguistics courses, or 15 credits which MUST comprise the following:

Two (2) Theory courses:

Course Code	Course Title	Credits
LING 2001	Phonology	3
LING 2002	Syntax	3

One English Language course chosen from between the following:

Course Code	Course Title	Credits
LING 2402	Structure of the English Language	3
OR		
LING 2403	Change and Development in the English Language	3

Two (2) Sociolinguistics course chosen from among the following:

Course Code	Course Title	Credits
LING 2302	Sociolinguistics	
LING 2304	Language Situations in the Modern World	

OR

LING 2501	Language, Gender and Sex	
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PLUS

FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1301	Law, Governance, Economy in Society	3

PLUS 12 additional Level II/III credits (i.e. 3 Level II/III FHE or out of Faculty courses)

LEVEL III

A minimum of four (4) Linguistics courses or 12 credits, which MUST include the following courses:

Course Code	Course Title	Credits
LING 3201	Caribbean Dialectology	3
LING 3202	Creole Linguistics	3
LING 3099	Special Project in Linguistics	6

OR an equivalent course to LING 3099 (for students pursuing a double major)

PLUS 18 additional Level II/III credits (i.e. 4 courses of which a maximum of 3 courses may be from out of Faculty)

Linguistics Majors are required to complete at least 6 credits of courses in Caribbean language structure at Level II/III. These may include:

Course Code	Course Title	Credits
LING 2902	Structure & Usage of French Lexicon Creole I	3
LING 2903	Structure & Usage of French Lexicon Creole II	3
LING 2819	Structure and Usage of Caribbean Sign Language I (not offered in 2013/2014)	3
LING 2820	Structure and Usage of Caribbean Sign Language II (not offered in 2013/2014)	3

LING 3001 Advanced Phonology and LING 3002 Advanced Syntax are strongly recommended for Linguistics Majors.

Major in Spanish

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

LEVEL I

Course Code	Course Title	Credit
SPAN 1001	Spanish Language I A	3
SPAN 1002	Spanish Language I B	3
SPAN 1699	Introduction to Hispanic Literature (year-long)	6
FOUN 1001	English for Academic Purposes	3
FOUN 1102	Academic Writing for Different Disciplines	3

The following courses are strongly recommended:

LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3

PLUS 12 additional Level I credits (i.e. 4 courses of which a maximum of 3 courses could be from out of Faculty; for a Minor in Linguistics for future Spanish teachers, consult the Linguistics Section)

LEVEL II

Course Code	Course Title	Credits
SPAN 2001	Spanish Language II A	3
SPAN 2002	Spanish Language II B	3
FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1301	Law, Governance, Economy and Society	3

PLUS 2 Level II Hispanic Literature Courses

PLUS 12 additional Level II/III credits (i.e. 4 courses of which a maximum of 3 courses could be from out of Faculty).

LEVEL III

Course Code	Course Title	Credits
SPAN 3001	Spanish Language III A	3
SPAN 3002	Spanish Language III B	3

PLUS 2 Level III Hispanic Literature Courses and HUMN 3099 (UC 300) Caribbean Studies (6 credits) **OR** an equivalent course

PLUS 12 additional Level II/III credits (i.e. 4 courses of which a maximum of 3 courses could be from out of Faculty)

NOTE: Students must successfully complete one Level II or Level III Hispanic Literature course with Peninsular content.

Optional courses offered in the Hispanic Literature programme with Peninsular content:-

Course Code	Course Title	Credits
SPAN 2212	Hispanic Literary Culture	3
SPAN 2603	Hispanic Literature: Death	3
SPAN 2604	Women in Hispanic Literature	3
SPAN 2605	Hispanic Literature: Existentialism	3
SPAN 3204	Cervantes	3
SPAN 3603	Hispanic Drama	3

Other optional courses offered in the Hispanic Literature programme:-

Course Code	Course Title	Credits
SPAN 2301	Twentieth Century Spanish American Poetry	3
SPAN 2302	Twentieth Century Spanish American Narrative	3
SPAN 2601	Civilisation and Barbarism in Spanish American Literature	3
SPAN 2602	Marvellous Realism in Spanish American Writing	3
SPAN 2713	Twentieth Century Mexican Literature and Culture	3
SPAN 2817	Twentieth Century Literature of Colombia and Central America	3
SPAN 3301	Issues in Contemporary Cuban Culture	3
SPAN 3303	Twentieth Century Argentine Literature	3
SPAN 3604	Major Spanish American Writers	3
SPAN 3703	The New Spanish American Novel	3
SPAN 3705	Contemporary Venezuelan Theatre	3
SPAN 3706	Spanish Caribbean Literature	3
SPAN 3901	Social and Political Issues in Contemporary Spanish American Film and Narrative	3

Optional courses offered in the Spanish language programme:-

Course Code	Course Title	Credits
SPAN 2202	Culture and Society in Latin America	3
SPAN 3502	Business Spanish	3
SPAN 3504	Spanish Translation I	3
SPAN 3505	Spanish Translation II	3

Major in Speech and Language Science

(NOT OFFERED 2013/2014)

Linguistics programmes of interest include the Minor in Caribbean Sign Language and the Diploma in Caribbean Sign Language Interpreting. Other interdisciplinary Linguistics-related programmes include the BA in English Language and Literature with Education.

LEVEL I

SEMESTERS I & II

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3
COMS 1001	Communication Skills for Health Personnel	3
COMS 1002	Communication Skills for Health Professions	3
MDSC 1003	Introduction to Audiology	3
MDSC 1004	Anatomy and Physiology of Speech and Language I and II	6
EDEC 1501	Early Education and Educational Intervention	3
PSYC 1003	Introduction of Psychology	3

LEVEL II

Course Code	Course Title	Credits
LING 2001	Phonology	3
LING 2002	Syntax	3
LING 2006	Speech and Hearing Science	3
LING 2101	Language Acquisition	3
LING 2105	Language Development and Language Learning Disabilities	3
LING 2302	Sociolinguistics	3
LING 2305	Introduction to Educational Linguistics	3
EDEC 2022	Language and Literacy in Early Childhood	3
PSYC 2012	Developmental Psychology	3
FOUN 1210	Science, Medicine and Technology in Society	3
FOUN 1301	Law, Governance, Economy and Society	3

LEVEL III

SEMESTERS I & II

Course Code	Course Title	Credits
LING 3099	Special Project in Linguistics	6
LING 3201	Caribbean Dialectology	3
LING 3202	Creole Linguistics	3
MDSC 2003	Clinical Management	3
EDSE 3001	Special Education/Advanced Studies	3

PLUS 12 additional Level II/III credits

Minors

Students are required to declare any minor(s) being pursued by the first Semester of their final year. Students will at the end of the degree programme be certified as attaining a minor in a particular discipline where they have satisfied a particular discipline where they have satisfied the requirements for that minor.

Minor in Brazilian Studies

Pre-requisites for the Minor are:

Course Code	Course Title	Credits
PORT 1001	Portuguese Language IA	3
PORT 1002	Portuguese Language IB	3
PORT 1003	Introduction to Brazilian Culture	3

The Minor shall consist of 15 credits as follows:

Course Code	Course Title	Credits
PORT 2001	Portuguese Language IIA	3
PORT 2002	Portuguese Language IIB	3
PORT 2003	Brazilian Society & Culture	3
PORT 3001	Portuguese Language IIIA	3

PLUS any one course from the following:

PORT 3002 Portuguese Language 3B
PORT 3003 Modern Brazilian Literature
PORT 3004 Business Portuguese

Minor in Caribbean Sign Language

Pre-requisites for the Minor are:

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3

The Minor shall consist of fifteen (15) Level II/II credits.

Course Code	Course Title	Credits
LING 2204	Deaf Language and Culture	3
LING 2819	Structure and Usage of Caribbean Sign Language I	3
LING 2820	Structure and Usage of Caribbean Sign Language II	3
LING 3819	Advanced Caribbean Sign Language	3
EDLA 3113	Structure of Creole	3

Students may read a Caribbean vernacular structure and usage course as an alternative to EDLA 3113. They may include:

LING 2902	Structure & Usage of French-Lexicon Creole	3
LING 2903	Structure & Usage of French-Lexicon Creole II	3
LING 2402	Structure of the English Language	3

Minor in French

(FOR HUMANITIES STUDENTS)

Pre-requisites for the Minor are:

Course Code	Course Title	Credits
FREN 1599	Introduction to Literature in French (Pre-requisite)	6
FREN 1401/FREN 1402	French Language I (A and B) (Pre-requisite)	6

The Minor shall consist of 15 credits as follows:

FREN 2401/FREN2402	French Language II (A and B)	6
FREN 3401/FREN 3402	French Language III (A and B)	6

AND any LEVEL II/III French Literature Course - 3 credits or FREN 2002

Minor in French

(FOR NON-HUMANITIES STUDENTS)

Pre-requisites for the Minor are:

Course Code	Course Title	Credits
FREN 1401/FREN 1402	French Language I	6

The Minor shall consist of 15 credits as follows:

FREN 2401/FREN 2402	French Language II (A and B)	6
FREN 3401/FREN 3402	French Language III (A and B)	6
FREN 2002	Introduction to Business French (Pre-requisite: B in FREN 1402)	3

OR any LEVEL II/III Literature course*

* **N.B.** FREN 1599 is required as a pre-requisite for all Literature courses.(There are two new FREN course replacing FREN 1599, the codes were not yet available for this edition. These two courses are required as pre-requisites for all French Literature courses. Visit MLL for more information.)

Minor in Gender Studies

Recommended pre-requisites for the Minor are:
GEND 1103 Introduction to Women's Studies: Theoretical Concepts and Sources of Knowledge.

The Minor shall consist of 15 credits as follows:

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

Course Code	Course Title	Credits
GEND 1103	Introduction to Women's Studies (Level I pre-requisite)	3
GEND 2203	Feminist Theoretical Frameworks	3
SOCI 3031	Sex, Gender and Society: Sociological Perspectives	3

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

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

OR any other approved gender-related course.

Minor in Linguistics

Pre-requisites for the Minor are:

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3

The Minor shall consist of 15 Level II/III Linguistics credits:

Students can choose a compatible set of courses applicable to their own particular specialization and interests.

Minor in Spanish

Pre-requisites for the Minor are:

Course Code	Course Title	Credits
SPAN 1001	Spanish Language IA	3
SPAN 1002	Spanish Language IB	3

If students intend to do any upper level Hispanic Literature courses, the following is a prerequisite:

Course Code	Course Title	Credits
SPAN 1699	Introduction to Hispanic Literature	6

The Minor shall consist of 15 credits as follows:

Course Code	Course Title	Credits
SPAN 2001	Spanish Language IIA	3
SPAN 2002	Spanish Language IIB	3

PLUS any combination of 3 additional Spanish courses of which 2 must be Level III Spanish courses

Minor in Speech and Language Pathology

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

Pre-requisites for the Minor are:

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3

Students are strongly encouraged to do the following courses:

Course Code	Course Title	Credits
MDSC 1003	Introduction to Audiology	3
MDSC 1004	Introduction to Anatomy and Physiology	6

The Minor shall consist of 16 credits as follows:

Course Code	Course Title	Credits
LING 2006	Speech and Hearing Science	3
LING 2101	Language Acquisition	3
LING 2105	Language Development and Disabilities	3
MDSC 2003	Clinical Management	3
EDSE 6213	Introduction to Special Education	4

Bachelor of Arts Programmes – Course Listing

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

French Language and Literature

Course Code	Course Title	Credits
FREN 1401	French Language IA	3
FREN 1402	French Language IB	3
FREN 1599	Introduction To Literature In French	6
FREN 2002	Introduction to Business French	3
FREN 2401	French Language IIA	3
FREN 2402	French Language IIB	3
FREN 2605	The French Novel in the 19th Century	3
FREN 2607	Post Romantic French Poetry3	3
FREN 2608	French Caribbean Women Writers	3
FREN 3004	Representing the “New” in Post-War French Fiction, Theatre and Film	3
FREN 3401	French Language IIIA	3
FREN 3402	French Language IIIB	3
FREN 3501	The French Caribbean Novel	3
FREN 3502	French Caribbean Poetry and Drama	3
FREN 3505	French Caribbean Prose	3

Hindi Language

Course Code	Course Title	Credits
HIND 0101	Beginners’ Hindi A	3
HIND 0102	Beginners’ Hindi B	3
HIND 1001	Hindi Language 1A	3
HIND 1002	Hindi Language 1B	3
HIND 2001	Hindi Language 20A	3
HIND 2002	Hindi Language 20B	3
HIND 3001	Hindi Language 30A	3
HIND 3002	Hindi Language 30B	3

Linguistics

Course Code	Course Title	Credits
LING 1001	Introduction to Phonetics and Phonology	3
LING 1002	Introduction to Morphology and Syntax	3
LING 1005	Introduction to Language	3
LING 1006	Introduction to Linguistic Analysis	3
LING 1103	Introduction to Methodology, Lesson Planning and Classroom Management	6
LING 1104	Practical and Innovative Approaches to TEFL	6
LING 2001	Phonology	3
LING 2002	Syntax	3

LING 2004	Semantics	3
LING 2006	Speech and Hearing Science	3
LING 2301	Sociology of Language	3
LING 2101	Language Acquisition	3
LING 2105	Language Development and Language Learning Disabilities	3
LING 2204	Deaf Language and Culture	3
LING 2302	Sociolinguistics	3
LING 2305	Introduction to Educational Linguistics	3
LING 2306	Approaches to Discourse Analysis	3
LING 2402	Structure of the English Language	3
LING 2403	Change and Development in the English Language	3
LING 2404	Structure and Meaning in Literary Discourse	3
LING 2501	Language, Gender and Sex	3
LING 2702	Point-of-View and Meaning in Literary Discourse	3
LING 2902	Structure and Usage of French Lexicon Creole I	3
LING 2903	Structure and Usage of French Lexicon Creole II	3
LING 2803	Change and Development in Selected European Languages	3
LING 2819	Structure and Usage of Caribbean Sign Language I	3
LING 2820	Structure and Usage of Caribbean Sign Language II	3
LING 2920	Introduction to the Theory and Practice of Translation	3
LING 3099	Special Project in Linguistics	6
LING 3001	Advanced Phonology	3
LING 3002	Advanced Syntax	3
LING 3101	Applied Linguistics	3
LING 3201	Caribbean Dialectology	3
LING 3202	Creole Linguistics	3
LING 3701	Field Methods in Linguistics	3
LING 3819	Advanced Caribbean Sign Language	3
LING 3909	The Profession of Interpreting	3
LING 3910	The Practice of Sign Language Interpreting	3

Portuguese Language and Brazilian Studies

Course Code	Course Title	Credits
PORT 1001	Portuguese Language IA	3
PORT 1002	Portuguese Language IB	3
PORT 1003	Introduction to Brazilian Culture	3
PORT 2001	Portuguese Language IIA	3
PORT 2002	Portuguese Language IIB	3
PORT 2003	Brazilian Society and Culture	3
PORT 3001	Portuguese Language IIIA	3
PORT 3002	Portuguese Language IIIB	3
PORT 3003	Modern Brazilian Literature	3
PORT 3004	Business Portuguese	3

Spanish Language and Hispanic Literature

Course Code	Course Title	Credits
SPAN 1001	Spanish Language IA	3
SPAN 1002	Spanish Language IB	3
SPAN 1699	Introduction to Hispanic Literature	6
SPAN 2001	Spanish Language IIA	3
SPAN 2002	Spanish Language IIB	3
SPAN 2202	Culture and Society in Spanish America	3
SPAN 2212	Hispanic Literary Culture	3
SPAN 2301	Twentieth Century Spanish American Poetry	3
SPAN 2302	Twentieth Century Spanish American Narrative	3
SPAN 2601	Civilisation and Barbarism in Spanish American Literature	3
SPAN 2602	Marvellous Realism in Spanish American Writing	3
SPAN 2603	Hispanic Literature: Death	3
SPAN 2604	Women in Hispanic Literature	3
SPAN 2605	Hispanic Literature: Existentialism	3
SPAN 2713	Twentieth Century Mexican Literature and Culture	3
SPAN 3204	Cervantes	3
SPAN 3301	Issues in Contemporary Cuban Culture	3
SPAN 3303	Twentieth Century Argentine Literature	3
SPAN 3603	Hispanic Drama	3
SPAN 3604	Major Spanish American Writers	3
SPAN 3703	The New Spanish American Novel	3
SPAN 3705	Contemporary Venezuelan Theatre	3
SPAN 3706	Spanish Caribbean Literature	3
SPAN 3901	Social and Political Issues in Contemporary Spanish American Film and Narrative	3

Degree Programmes – Course Descriptions

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

French Language Courses

LEVEL I

SEMESTER: I

COURSE CODE: FREN 1401

COURSE TITLE: FRENCH LANGUAGE IA

NUMBER OF CREDITS: 3

PRE-REQUISITES: A-LEVEL FRENCH/CAPE 1 AND 2

COURSE DESCRIPTION: F14A and F14B introduce post-A-Level/CAPE Students to advanced French language study. During the 6 contact hours, students will focus on French grammar; reading and listening comprehension; process writing; the analysis of texts of a literary nature and oral expression. Students will gain increased proficiency in the use of French to express themselves in both written and oral modes on a variety of contemporary topics. Teaching and testing are in French. Evaluation is by means of continuous assessment.

ASSESSMENT:

In-course assessment 100%

LEVEL I

SEMESTER: II

COURSE CODE: FREN 1402

COURSE TITLE: FRENCH LANGUAGE IB

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 1401

COURSE DESCRIPTION: See description of FREN 1401.

ASSESSMENT:

In-course assessment 100%

LEVEL II/III

SEMESTER: I

COURSE CODE: FREN 2002

COURSE TITLE: INTRODUCTION TO BUSINESS FRENCH

NUMBER OF CREDITS: 3

PRE-REQUISITES: B IN FREN 1402

COURSE DESCRIPTION: The aim of this course is to provide students with a working knowledge of basic Commercial French and to improve their use of the language in general and in business related situations.

ASSESSMENT:

In-course assessment 40%
End of Semester examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: FREN 2401

COURSE TITLE: FRENCH LANGUAGE IIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 1402

COURSE DESCRIPTION: FREN 1401 and FREN 1402 build on the skills acquired at Level I. Students will develop greater mastery in handling oral and written discourse from a variety of contexts. A new component for the Level II student will be an introduction to translation to and from the target language. Teaching and testing are in French. Evaluation is by means of continuous assessment.

ASSESSMENT:

In-course assessment 100%

LEVEL II

SEMESTER: II

COURSE CODE: FREN 2402

COURSE TITLE: FRENCH LANGUAGE IIB

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 2401

COURSE DESCRIPTION: See description of FREN 2401.

ASSESSMENT:

In-course assessment 100%

LEVEL III

SEMESTER: I

COURSE CODE: FREN 3401

COURSE TITLE: FRENCH LANGUAGE IIIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 2402

COURSE DESCRIPTION: FREN 3401 and FREN 3402 continue the integrated approach to the development of skills emphasised at Level II. The aim of instruction at this level is to further develop in students such skills as may be necessary to function in French in their chosen careers. Teaching and testing are in French. Evaluation is by means of continuous assessment.

ASSESSMENT:

In-course assessment 100%

LEVEL III

SEMESTER: II

COURSE CODE: FREN 3402

COURSE TITLE: FRENCH LANGUAGE IIIB

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 3401

COURSE DESCRIPTION: See description of FREN 3401.

ASSESSMENT:

In-course assessment 100%

French Literature Courses

LEVEL I

SEMESTER: I

(COMPULSORY FOR FRENCH MAJORS AND FOR LEVEL II/III FRENCH LITERATURE COURSES)

COURSE CODE: FREN XXXX*

COURSE TITLE: INTRODUCTION TO FRENCH LITERATURE: FROM RENAISSANCE TO ENLIGHTENMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION:

***NOTE:** Where course information was not available at the time of publication please consult the relevant department for information.

LEVEL I

SEMESTER: II

(COMPULSORY FOR FRENCH MAJORS AND FOR LEVEL II/III FRENCH LITERATURE COURSES)

COURSE CODE: FREN XXXX *

COURSE TITLE: INTRODUCTION TO FRENCH LITERATURE: CRÉOLITÉ

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION:

***NOTE:** Where course information was not available at the time of publication please consult the relevant department for information.

LEVEL II/III

SEMESTER: I

COURSE CODE: FREN 2608

COURSE TITLE: FRENCH CARIBBEAN WOMEN WRITERS

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 1599

COURSE DESCRIPTION: A critical examination of the narrative techniques and thematic concerns of women writers from the French-speaking Caribbean. The course will focus on the works of Guadeloupean Condé and Pineau and Haitian writers Danticat and Chauvet.

ASSESSMENT:

Two (2) written coursework assignments	30%
Exposés/Class participation	10%
Final examination	60%

SEMESTER: II

COURSE CODE: FREN 2605

(COMPULSORY FOR FRENCH MAJORS)

OFFERED IN ALTERNATE YEARS WITH FREN 2607

COURSE TITLE: THE FRENCH NOVEL IN THE 19TH CENTURY

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 1599

COURSE DESCRIPTION: A close reading of texts that reflect the Romantic, Realist and naturalist movements in a century of rapid literary change. Authors to be studied include Balzac and Flaubert with excerpts from the works of Stendhal and Zola.

ASSESSMENT:

Two Coursework assignments	30%
Exposés/Class participation	10%
Final examination	60%

LEVEL II

SEMESTER: II

(COMPULSORY FOR FRENCH MAJORS)

COURSE CODE: FREN 2607

OFFERED IN ALTERNATE YEARS WITH FREN 2605

COURSE TITLE: POST-ROMANTIC FRENCH POETRY

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 1599

COURSE DESCRIPTION: A study of Poetry in the post-romantic period of the 19th century, examining the movement from Romanticism through symbolism to the beginnings of Surrealism. Particular emphasis will be placed on the works of Baudelaire, Verlaine and Rimbaud.

ASSESSMENT:

Two written coursework assignments	30%
Exposé and Class participation	10%
One 2 hour examination	60%

LEVEL III

SEMESTER: I

(COMPULSORY FOR FRENCH MAJORS)

COURSE CODE: FREN 3004

COURSE TITLE: REPRESENTING THE 'NEW' IN POSTWAR FRENCH FICTION, THEATRE, AND FILM

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 1599, FREN 2605 OR FREN 2607

COURSE DESCRIPTION: The post-war period of France saw a proliferation of new forms of representation across the cultural spectrum. This course will bring together and analyse the three most important and influential manifestations of this drive for the new: the Nouveau Roman, the Nouveau Théâtre/Theatre of the Absurd, and the Nouvelle Vague in French cinema. Introductory lectures will provide students with information on the cultural, political and social contexts which gave rise to these new forms. Close analysis of one prominent example from each genre – *La Modification* by Butor, *En Attendant Godot* by Beckett and *Les 400 Coups* by Truffaut – will thereafter lead to a more profound understanding of the ways in which previous, 'conventional' modes of representation were challenged and overturned. The emphasis is on a comparative approach: each piece is not treated discretely, but as a manifestation of a wider trend to rethink culture tradition, new conceptions of

humanity in the post-war period, representations of time and place, the relationship between individual and society, the links between form and content.

ASSESSMENT

Two essays	40%
Oral presentations	10%
Final examination	50%

LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: FREN 3502

COURSE TITLE: FRENCH CARIBBEAN POETRY AND DRAMA

NUMBER OF CREDITS: 3

PREREQUISITES: FREN 1599, FREN 2605 OR FREN 2607

COURSE DESCRIPTION: The course focuses on the development of French Caribbean poetry and drama from the 1930's to the present day with special emphasis on the Negritude movement.

ASSESSMENT:

Two written Coursework assignments	30%
Exposés/class participation	10%
Final Examination	60%

LEVEL III

SEMESTER: II

COURSE CODE: FREN 3505

COURSE TITLE: FRENCH CARIBBEAN PROSE

OFFERED IN ALTERNATE YEARS WITH FREN XXXX *

COURSE TITLE: FRANCOPHONE CARIBBEAN CINEMA: (RE)NARRATING THE NATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: FREN 1599, FREN 2605 OR FREN 2607

COURSE DESCRIPTION: The course focuses on the development of French Caribbean poetry and drama from the 1930's to the present day with special emphasis on the Negritude movement.

ASSESSMENT:

Two written Coursework assignments	30%
Exposés/class participation	10%
Final Examination	60%

***NOTE: Where course information was not available at the time of publication please consult the relevant department for information.**

Gender Studies Courses

LEVEL I

SEMESTER:

COURSE CODE: GEND 1103

COURSE TITLE: INTRODUCTION TO WOMEN'S STUDIES: THEORETICAL CONCEPTS AND SOURCES OF KNOWLEDGE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: 1) To introduce feminism, which may be defined as a conscious opposition to gender hierarchies which structurally oppress some groups in society, particularly women, while privileging others 2) To untangle the complex web of oppression and privileges based on race, class, gender and sexual orientation in order to understand their connections and impact on the wider society 3) To celebrate women's struggles for autonomy and empowerment 4) To examine the ways in which women's subordination negatively affects men and men's responses to the women's movement 5) To use all the skills available to us, observation, speaking, reading and listening critically in an effort to work together in an environment of active learning.

ASSESSMENT

Course Work	60%	Final Examination	40%
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LEVEL II

SEMESTER: II

COURSE CODE: GEND 2013

COURSE TITLE: MEN AND MASCULINITIES IN THE CARIBBEAN

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course aims to develop an awareness of the main issues involved in the study of men and masculinities. Masculinity studies emerged in response to the feminist discourses on women, femininity and gender. It is now a growing and significant body of knowledge both internationally and in the Caribbean. This course will explore the approaches to the study of men and masculinities and identify key concepts and issues for in depth consideration.

ASSESSMENT

Course Work	60%	Final Examination	40%
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LEVEL II

SEMESTER:

COURSE CODE: SOCI 3039 / GEND 3039

COURSE TITLE: GENDER AND DEVELOPMENT: WITH REFERENCE TO THE CARIBBEAN

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course examines the emergence of the field of women and gender and development since its emergence in the 1970s, its research agenda and theoretical and policy debates. The feminist critique of 'development' is examined as well as the social, political and economic aspects of gender relations and their relation to the so-called development process. Some key aspects of gender and development practice will also be examined. The course also provides an introduction to tools for gender analysis which are used to influence policy decisions. This course has a strong practical component.

This course is a core course in the Minor in Gender and Development, an optional course in the Minor in Gender Studies (Faculty of Humanities and Education) and an optional course in the Minor in Social Policy.

ASSESSMENT

Course Work	60%	Final Examination	40%
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LEVEL: II

SEMESTER:

COURSE CODE: AGEX 3003

COURSE TITLE: GENDER ISSUES IN AGRICULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Societies in the English-speaking Caribbean are of agrarian origin and influence. Many occupations directly or indirectly derive their activities from the agricultural sector. It is important to be aware of the gender issues, which concern agricultural development. Much scholarship, grants and employment opportunities are now available to students in the area of gender. Be prepared!

ASSESSMENT

Coursework	40%	Final Examination	60%
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LEVEL III

SEMESTER:

COURSE CODE: GEND 3260

"SUBJECT TO REGISTRATION NUMBERS"

COURSE TITLE: GENDER AND SCIENCE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SUCCESSFUL COMPLETION OF 16 LEVEL ONE CREDITS

COURSE DESCRIPTION: This course aims to give breadth to the narrow range of disciplines/perspectives to which students majoring in Science are currently exposed. They would then be better able to situate their own discipline in the context of other disciplines and in society as a whole. Through a critical analysis of selected major papers on Gender and Scientific Inquiry published from the 1980s to the present, students will be exposed to the History and Philosophy of Science beginning from the 16th Century (Bacon and Descartes) and will be able to explore the different ways in which prevailing gender ideology (one of many analytical tools) has influenced the form, content and production of Scientific knowledge in various historical periods. Attempts will be made to situate the materials in a Caribbean (colonial and post-colonial) context.

ASSESSMENT

Coursework	40%
Research Journal	10%
Research Project	20%
Final Examination (2hr. Theory)	60%

LEVEL III

SEMESTER: I

COURSE CODE: GEND 3501

COURSE TITLE: THE PHILOSOPHY OF GENDER

NUMBER OF CREDITS: 3

PRE-REQUISITES: GEND 2203 OR GEND 2013

COURSE DESCRIPTION: The course attempts to understand the intellectual challenges and gains of introducing gender into the academy. It takes on board how we think about gender in a selected set of discourses within mainstream philosophy and, thus, is highly recommended for undergraduate students who intend to pursue the MSc Gender and Development Studies as well as those undergraduate students who intend to use gender as a category of analysis in their graduate research. It traces the both the intersection of feminist thought with popularly received ideas of philosophy as well as its digression from these ideas. To blend the popular with the academic discourse, the course adopts a problem solving approach by locating the discussion of each topic around specific Caribbean readings which raise the general issues in the context of their relevance to the Region.

Course Content:

1. Feminist critique of selected discourses within mainstream western philosophy – dualism and the Derridan and Foucaultian critiques
2. Gender Epistemology: "Fighting With Meaning" –; knowledge production in metaphysical thought; theology, origin stories and mythologies of gender; feminism versus empiricism and rationalism

3. Being, self and reality: the question of material being in ontology – the construction of the body and the mediating influence of socio-economic class, race/ethnicity, sex and geography.
4. Feminist ethics and moral theory – 'the other' and 'otherness'; moral sensibility and the human experience of difference.

Methodologies: This is a reading/seminar course which will make use of independent research, group and independent presentations and tutoring.

ASSESSMENT:

Course Work	50%	Final Examination	50%
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LEVEL III

SEMESTER: I

COURSE CODE: GEND 3502

COURSE TITLE: THE PHILOSOPHY OF GENDER IN CARIBBEAN THOUGHT

NUMBER OF CREDITS: 3

PREQUISITES: GEND 2203; SOCI 3039

COURSE DESCRIPTION: This course attempts to look at how gender studies and feminist thought has contributed to the reconstruction of knowledge and to the societal identification and achievement of the goals of sex and gender equality and justice for all. It attempts to contextualise, in particular, how Caribbean Feminist scholarship has provided an implicit critique of past knowledge and perspectives to present alternatives for ongoing thought and action in the region. The course is highly recommended for undergraduate students who intend to pursue the PhD, MPhil or MSc in Gender and Development Studies as well as undergraduate students in other disciplines who intend to use gender as a category of analysis in their graduate research.

ASSESSMENT:

Course Work	50%	Final Examination	50%
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LEVEL III

SEMESTER: II

COURSE CODE: GEND 3001

COURSE TITLE: GENDER, VIOLENCE AND TRAUMA IN DISCOURSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course develops students' understandings of the current theoretical perspectives on trauma and discourse, and equips them with the tools to apply these perspectives to a range of primary material associated with gender violence and its traumatic repercussions. The primary material for analysis is drawn from literary, media and institutional discourses and personal narratives.

Method of Instruction:

2 lectures and 1 tutorial per week

ASSESSMENT:

In-course assignments	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: SOCI 3038

COURSE TITLE: GENDER, ETHNICITY AND CLASS IN THE ANGLOPHONE CARIBBEAN: ISSUES OF IDENTITY, NATION AND CITIZENSHIP

NUMBER OF CREDITS: 3

PREQUISITES: ANY OF THE FOLLOWING: SOCI 1000; SOCI 1002; HIST 2003; HIST 2004; HIST 2005; HIST 3001; HIST 3002; HIST 3003; HIST 3005; HIST 3601; SOCI3028; SOCI3029; GEND2203.

COURSE DESCRIPTION: This course seeks to raise the level of discourse on 'race' and ethnic relations on our societies and establish the centrality of gender to issues of 'race, ethnicity and culture. At the end of this course the student should be more familiar with the historical background to contemporary relations; have a better understanding of the ways in which women and men are differently located within the discourse on race and class in the region; and an appreciation of the new ways in which scholars have sought to understand and conceptualise these complex interactions. It is hoped that this course will contribute to a more informed approach to inter-ethnic and gender relations in the region. This course is intended for senior undergraduates and should be open to students from a range of faculties. Some knowledge of sociology would be an asset.

ASSESSMENT:

Course Work	60%	Final Examination	40%
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LEVEL III

SEMESTER: II

COURSE CODE: SOCI 3031

COURSE TITLE: SEX, GENDER AND SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES: SOCI 1002; SOCI 1000; GEND 1103

COURSE DESCRIPTION: This course critically examines the sociological tradition and feminism. We review the biological, anthropological and social psychological approaches to the origins of sex divisions and analyse the changes in the sexual division of labour in human history. The course attempts to understand the significance of sex, gender and sexuality in controlling and ordering society.

COURSE ASSESSMENT:

Course Work	60%	Final Examination	40%
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Hindi Language Courses

CONTACT HOURS: 6 PER WEEK

LEVEL I

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 0101

COURSE TITLE: BEGINNERS' HINDI A (BEGINNER'S PART I SEMESTER I)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION:

1. Introductory information on the Hindi language and the Devanaagari script.
2. Formulaic courtesy expressions. Vocabulary of elementary needs.
3. Simple syntactic information deriving from vocabulary (affixation).
4. Practice in reading and writing the Devanaagari script will be interspersed throughout the course.

ASSESSMENT:

(100% in-course). A minimum of two tests per semester, consisting of reading and listening comprehension, written composition and conversation.

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 0102

COURSE TITLE: BEGINNERS' HINDI B

NUMBER OF CREDITS:

PRE-REQUISITES: HIND 0101

COURSE DESCRIPTION: The course is designed to develop functional language skills. It will reinforce oral and written skills that the students have begun to develop in HIND 0101. Reading material includes proverbs, stories, and simple poems from Hindi folklore and literature. Students will also be informed about:

- Cultural norms and practices that govern interaction with Hindi speakers in everyday situations
- Family relationships and kinship terms
- Some popular songs

ASSESSMENT:

Course work	100%
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SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 1001

COURSE TITLE: HINDI LANGUAGE IA

NUMBER OF CREDITS: 3

PRE-REQUISITES: HIND 0102

COURSE DESCRIPTION:

1. Elements of grammar and sentence construction; habitual present; number in nouns and pronouns; basic postpositions; fundamentals of agreement
2. Simple written expression and comprehension
3. Conversation
 - Common polite expressions and
 - Introductions
 - Everyday language functions
4. Introduction to Indian customs and civilisation through audio-visual aids

ASSESSMENT:

(100% in-course). A minimum of two tests per semester, consisting of reading and listening comprehension, written composition and conversation.

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 1002

COURSE TITLE: HINDI LANGUAGE IB

NUMBER OF CREDITS: 3

PRE-REQUISITES: HIND 1001

COURSE DESCRIPTION: This course is designed to develop communicative proficiency in Hindi (speaking, listening, reading and writing). On completing the course students should be able to perform the following functions in Hindi:

- Narrate and describe in present, past and future
- Understand simple texts presenting biographical information and narratives in present, past and future.
- Read simple proverbs, stories and poems from Hindi literature.
- Understand spoken language related to the above.

ASSESSMENT:

Course work 100%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 2001

COURSE TITLE: HINDI LANGUAGE 2A

NUMBER OF CREDITS:

PRE-REQUISITES: HIND 1002

COURSE DESCRIPTION: This course is designed to develop communicative proficiency in Hindi (speaking, listening, reading and writing). Emphasis is placed on expressing opinions, beliefs and hypothesis. Focus is specifically on the subjunctive, infinitives and auxiliary verbs. It also introduces students to:

- Cultural norms and practices governing interaction with native speakers.
- Major cultural differences in the Indian subcontinent
- Some popular songs

ASSESSMENT:

Course work 100%

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 2002

COURSE TITLE: HINDI LANGUAGE 2B

PRE-REQUISITE: HIND 2001

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This course is designed to consolidate communicative proficiency in Hindi (speaking, listening, reading and writing). Emphasis is placed on expressing opinions, beliefs and hypothesis. Grammar content includes compound verbs, contrary to fact conditional sentences, causative verbs, perfective particles and indirect commands. The course also focuses on reading more advanced literary texts.

ASSESSMENT:

Course work 100%

LEVEL III

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 3001

COURSE TITLE: HINDI LANGUAGE 3A

NUMBER OF CREDITS: 3

PRE-REQUISITES: HIND 2001

COURSE DESCRIPTION: This course aims to train students to:

- a. Understand complex structures of Hindi spoken by native speakers of the language.
- b. Speak and write fairly complex structures in Hindi accurately and appropriately for general purposes and in social, cultural and survival situations requiring communication with Hindi speakers.
- c. Understand the content of more complex literary and functional materials.
- d. Understand some behavioural norms and practices associated with interacting formally and informally with Hindi speakers.

ASSESSMENT:

Course work 100%

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: HIND 3002

COURSE TITLE: HINDI LANGUAGE 3B

NUMBER OF CREDITS: 3

PRE-REQUISITES: HIND 3001

COURSE DESCRIPTION: This course further develops the objectives of HIND 3001

ASSESSMENT:

Course work 100%

Linguistics Courses

LEVEL I

SEMESTER: II

COURSE CODE: LING 1001

COURSE TITLE: INTRODUCTION TO PHONETICS AND PHONOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to introduce students to the analysis, recognition, reproduction and transcription of speech sounds, and to enable them to understand the myriad possible patterning of these sounds in a wide cross-section of the world's languages. It is especially useful for anyone interested in studying or teaching English, French, Spanish, Patois, Portuguese, TTSL, Hindi, or any other language, and in speech and language pathology.

Method of Instruction:

2 lectures hours and 2 lab hours per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL I

SEMESTER: I

COURSE CODE: LING 1002

COURSE TITLE: INTRODUCTION TO MORPHOLOGY AND SYNTAX

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Words are composed of smaller units of meaning and function, and this course investigates the linguistic processes by which words are derived. It also focuses on the composition of sentences and on the processes by which sentences of infinite number and complexity can be produced.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL I

SEMESTER: I

COURSE CODE: LING 1005

COURSE TITLE: INTRODUCTION TO LANGUAGE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course aims at familiarising students with the range of ways in which language operates in human society, to introduce students to language as a dynamic phenomenon, varying and changing from region to region, from one historical period to another and from one culture to the next. The course also aims at sensitising students to the systematic nature of language and to possibilities for objective description.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: LING 1006

COURSE TITLE: INTRODUCTION TO LINGUISTIC ANALYSIS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course offers students a knowledge of the basic units or building blocks which make up human languages. Students will gain an understanding of the rules and the processes which speakers use to put these units or building blocks together to create utterances understandable to users of the language. The course provides an appreciation of the discussion amongst linguists about what these basic units, and about what the rules and processes might be. Students will be able to use these building blocks and rules in the analysis of language data.

Method of Instruction:

2 lectures and 1 tutorial per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: LING 1103

COURSE TITLE: INTRODUCTION TO METHODOLOGY, LESSON PLANNING AND CLASSROOM MANAGEMENT (PROFESSIONAL DEVELOPMENT COURSE IN TESOL)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: (6 contact hours per week). This course and LING 1104 are designed to serve as an effective basic training for persons who wish to teach English as a Foreign Language but who do not have a prior degree in this or a related area. They include a survey of approaches and methodologies to teaching English, a brief survey of language acquisition and learning, language awareness training, significant features of English grammar, classroom procedures, observation and evaluation and syllabi and material design.

Method of Instruction:

6 contact hours per week

ASSESSMENT:

Four (4) in-course assignments, including one theoretical and three practical assignments.

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: LING 1104

COURSE TITLE: PRACTICAL AND INNOVATIVE APPROACHES TO TEFL

(PROFESSIONAL DEVELOPMENT COURSE IN TESOL 2)

PRE-REQUISITES: NONE

COURSE DESCRIPTION: LING 1104 includes a teaching internship of approximately 20 hours to be completed in an English Language school of the student's choice at the discretion of its Director. This internship will be an integral part of the course.

Method of Instruction:

6 contact hours per week

ASSESSMENT:

Four (4) in-course assignments, including one theoretical and three practical assignments.

LEVEL II

SEMESTER: I

COURSE CODE: LING 2001

COURSE TITLE: PHONOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: This course examines phonology in the context of some well-established theoretical orientations and provides opportunities to do practical work based on these theories. It links theory to practice and develops knowledge and skills specific to phonological study.

Method of Instruction:

2 lecture hours and 2 tutorial hours per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2002

COURSE TITLE: SYNTAX

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 and LING 1005

COURSE DESCRIPTION: This course is designed to provide an introduction to some of the theoretical orientations in Linguistics, and to provide opportunities to do practical work based on these theories. It focuses especially on generative grammar. This course provides part of a broad base in Linguistics for students wanting to pursue further work in the field.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2004

COURSE TITLE: SEMANTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: This course is designed to examine the field of semantics, through selected topics, such as reference, sense, sense properties and sense relations, predicates, universe of discourse, logic, semantics vs. syntax and semantics vs. pragmatics, and will include basic concepts which explore meaning as a property of expressions abstracted from situations, speakers and hearers.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: LING 2006

COURSE TITLE: SPEECH AND HEARING SCIENCE

NUMBER OF CREDITS: 3

PRE-REQUISITE: LING 1001

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

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: LING 2101

COURSE TITLE: LANGUAGE ACQUISITION

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: This course is designed to enable students to identify the natural processes of primary language acquisition in monolingual, bilingual and multilingual situations. It examines theories of language acquisition as they have developed and measures these against experimental and naturalistic findings. It also examines the contribution of neurolinguistics to the field. It investigates the major current issues in language acquisition specifically the roles of environmental, social-psychological and neurological factors. Language acquisition is distinguished from language learning. The course is also part of the Certificate and Minor in Speech and Language Pathology.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2105

COURSE TITLE: LANGUAGE DEVELOPMENT AND LANGUAGE LEARNING DISABILITIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2101

COURSE DESCRIPTION: This course offers an introductory survey of the range of language and learning disabilities, and will equip participants with a basic understanding of these conditions, and their symptoms. It is part of a larger Certificate programme and a Minor in Speech and Language Pathology, which will provide the community with persons sufficiently cognisant of language disabilities and their manifestations so as to be able to take the appropriate identification measures, to make referrals and assist in intervention strategies. This course targets parents, social workers, nurses, educators, and undergraduate students who are or will be teachers/researchers/consultants in language development.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: LING 2204

COURSE TITLE: DEAF LANGUAGE AND CULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Many persons assume that the social norms of the Deaf are the same as those of the hearing. As this is not so, students need to be aware of and be able to appreciate the cultural differences that exist. This course explores the cultural experiences and perspectives among persons who are Deaf. In addition, the course provides an overview of issues related to members of the Deaf community.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2302

COURSE TITLE: SOCIOLINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: Sociolinguistics is concerned with the relationship between the language we speak and the society we live in. It is concerned with describing dialects in their own right and evaluating their diverse uses. It studies language as a tool of power and identity. Within this introductory course, fundamental sociolinguistic concepts and premises are introduced; we look at the ways in which social variation can be correlated with linguistic variation, and examine issues of gender, ethnicity, class, age and education as critical variables. This is a recommended course for language teachers and students of Social Sciences.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: LING 2304

COURSE TITLE: LANGUAGE SITUATIONS IN THE MODERN WORLD

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002, LING 1005

COURSE DESCRIPTION: This course introduces students to speech situations such as monolingualism, bilingualism, and multilingualism (societal and individual) in a wide variety of settings and contexts, and to the dynamic sociolinguistic processes that give rise to these situations. These sociolinguistic processes range from language birth to death, and include contact, creolisation, maintenance, attrition, shift and also revival and reversal of language shift. By the end of this course, students will be able to define and discuss phenomena which occur when speakers of different languages come into contact with each other, and will be enabled to research, understand, and describe the complexities of language contact situations.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2305

COURSE TITLE: INTRODUCTION TO EDUCATIONAL LINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005 OR LING 1005 AND LING 1006

COURSE DESCRIPTION: Linguistics, as a discipline, has the potential to make significant contributions to Education. These contributions are wide and varied. This course enhances the level of linguistic knowledge, awareness and understanding of the student as he/she examines the potential contribution of the discipline to the processes of education. It promotes an understanding of the nature and purpose of education as well as of the processes of education in formal education systems. It also addresses the obvious need for teachers in the Caribbean to be acquainted with the basic linguistic information needed for successful functioning in the classroom.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LING 2306

COURSE TITLE: APPROACHES TO DISCOURSE ANALYSIS

PRE-REQUISITES: AN ENGLISH LANGUAGE FOUNDATION COURSE AND AN INTRODUCTORY LINGUISTICS COURSE

COURSE DESCRIPTION: The course is designed to enable participants to retrieve the complexities of meaning that are embedded within discourse delivered in the media and in a variety of institutional settings. Control over our lives is worked out more by our bombardment with dominant ideologies and through interactional control today than through force or law, yet many of us are entirely unaware of the insidious control which modes of discourse exert over us. This is a recommended course for Linguistics Majors and for the BA in English Language and Literature with Education as well as for students of Communication, History, Literature and Social Sciences.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: LING 2402

COURSE TITLE: STRUCTURE OF THE ENGLISH LANGUAGE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005 OR LING 1005 AND LING 1006

COURSE DESCRIPTION: This course addresses the need for classroom teachers and students of Linguistics to develop specific understandings of the structure of English and of the nature of English as a world language. Students are expected to be able to deal with issues of standard varieties of English, and Internationally accepted English. Students are also expected to demonstrate specific knowledge of the structural and usage characteristics of English. Coursework assessment will be based on knowledge of the various word classes, sentence structure patterns, phonological and syntactic requirements of the language.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II/III

SEMESTER: II

COURSE CODE: LING 2403

COURSE TITLE: CHANGE AND DEVELOPMENT IN THE ENGLISH LANGUAGE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: The course offers a guide through the formation of English. It demonstrates how the language has changed and developed with the experiences and needs of its speakers. It familiarises students with the language of authors like Chaucer, Shakespeare and Milton. It demonstrates the form of English at the point of contact with West African languages - the contact that gave rise to Caribbean English Creole varieties and that affected the development of Caribbean Englishes. Expansion and contact, and variety and standardisation are dimensions of this dynamic development.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LING 2404

OFFERED IN ALTERNATE YEARS WITH LING 2702

COURSE TITLE: STRUCTURE AND MEANING IN LITERARY DISCOURSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: 6 CREDITS OF LEVEL I LINGUISTICS AND 3 CREDITS OF LEVEL I LITERATURE

COURSE DESCRIPTION: This course prepares the student to interpret poetry and prose through the analysis of language. Issues associated with structure at the level of sound, sentence and discourse have implications for meaning in the text. The course leads students through description of narrative and verse form to critical interpretation.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments and final examination

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LING 2501

COURSE TITLE: LANGUAGE, GENDER AND SEX

(OFFERED IN ALTERNATE YEARS WITH LING 2304)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course focuses on the relationship between gender as a social phenomenon and language, and investigates some of the theoretical frameworks through which it has been studied, especially during the last three decades. It also examines the extent to which the stereotypes which have emerged are applicable outside the contexts in which they were originally generated, and specifically to the Caribbean.

Linguistic gender in a number of unrelated languages, including Caribbean creoles, is discussed, with a view to assessing how relevant charges of sexism might be.

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL II

SEMESTER: I

(OFFERED IN ALTERNATE YEARS WITH LING 2404)

COURSE CODE: LING 2702

COURSE TITLE: POINT-OF-VIEW AND MEANING IN LITERARY DISCOURSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: 6 CREDITS OF LEVEL I LINGUISTICS AND 3 CREDITS OF LEVEL I LITERATURE COURSES

COURSE DESCRIPTION: The course aims at preparing students to interpret poetry and prose by analysis of perspective and semantics in the discourse. It also aims at familiarising students with theoretical linguistics issues associated with poetics, in particular those issues associated with point-of-view and with the linguistic bases of figurative language. At the end of the course, students should be prepared to describe and to explain how perspective is conveyed in fiction and poetry.

ASSESSMENT:

In-course 100%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2803

**COURSE TITLE: CHANGE AND DEVELOPMENT IN
SELECTED EUROPEAN LANGUAGES**

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: This course explores the common origins of Indo-European languages, with a special focus on the roots of both the Romance group and the Germanic group. Language contact in Medieval times (English, French, and Latin) will be considered, as well as the Renaissance and the influence of Classical Latin. European exploration and expansion will be examined, specifically with regard to their impact on language contact and diversity in Spanish, French, and English. Language change in Spanish and French will also be considered.

ASSESSMENT: 100%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: LING 2819

**COURSE TITLE: STRUCTURE AND USAGE OF CARIBBEAN
SIGN LANGUAGE I**

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Every Caribbean territory has a Deaf community which has a vernacular and indigenous language. These languages represent important linguistic minorities in the Caribbean. However, their structures are not often formally taught. As a result, there is a strong demand amongst educators of the Deaf for more information on these sign languages as linguistic systems. This course is aimed at exposing students to the structure of a Caribbean Sign Language as a linguistic system and will introduce them to communication in a visual-gestural mode. As an exemplification of this mode, students will be given instruction and practice sentences in a Caribbean Sign Language to develop basic communicative skills in that language and to gain exposure to local Deaf culture.

LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: LING 2820

**COURSE TITLE: STRUCTURE AND USAGE OF CARIBBEAN
SIGN LANGUAGE II**

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2819

COURSE DESCRIPTION: This course aims to enhance the receptive and expressive language skills of students. It will also introduce them to more advanced aspects of phonology, morphology and syntax, particularly non-manual behaviours and classifiers of a Caribbean Sign Language.

LEVEL II

SEMESTER: I

COURSE CODE: LING 2902

**COURSE TITLE: STRUCTURE AND USAGE OF FRENCH-
LEXICON CREOLE I (PATOIS)**

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is part one of a programme which is a foreign language course for non-native speakers and as one in structure, essential to later stages of undergraduate training in Caribbean Linguistics. Knowledge of French is an advantage but it is not a pre-requisite. Students will be trained in oral and written expression and comprehension, as well as being instructed in the structure of the language. Problems of orthography, standardisation and instrumentalisation will also be discussed. This course is a prerequisite for LING 2903.

ASSESSMENT:

In-course 100%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2903

**COURSE TITLE: STRUCTURE AND USAGE OF FRENCH-
LEXICON CREOLE II (PATOIS)**

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2902

COURSE DESCRIPTION: This course is part two of a programme which is a foreign language course for non-native speakers and as one in structure, essential to later stages of undergraduate training in Caribbean Linguistics. Knowledge of French is an advantage but it is not a pre-requisite. Students will be trained in oral and written expression and comprehension, as well as being instructed in the structure of the language. Problems of orthography, standardisation and instrumentalisation will also be discussed.

ASSESSMENT:

In-course 100%

LEVEL III

SEMESTER: I

COURSE CODE: LING 3001

COURSE TITLE: ADVANCED PHONOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2001

COURSE DESCRIPTION: This is a course in advanced phonology in general, with a particular emphasis on the framework of generative phonology. The course examines major issues in generative phonology, namely, segmental processes, prosodic processes and phonological representations. The main concerns will be (1) to discover general procedures for data analysis which motivate appropriate phonological rules in language, and (2) to examine major theories and debates for the representations of universal and specific language features. This course will give students a deeper appreciation of how theory shapes our understanding of issues, and access to current methods in formal phonological analysis. Students wishing to pursue a postgraduate degree should read both LING 3001 and LING 3002.

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments	40%	Final examination	60%
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LEVEL III

SEMESTER: II

COURSE CODE: LING 3002

COURSE TITLE: ADVANCED SYNTAX

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2002

COURSE DESCRIPTION: This course investigates ways in which properties of human language are explained within a theoretical framework, and emphasises that data are meaningless in the absence of a theory. A Transformational Generative model is used to investigate how syntactic theory accounts for the generation of certain utterances which X-bar theory is not able to generate. Specifically, students are introduced to a number of transformations, including head-to-head movement and phrasal movement, and crucially, to the restrictions on that movement. This is presented as a fairly complete and simple system, laying the theoretical foundation for further explorations. Students wishing to pursue a postgraduate degree in linguistics should read both LING 3001 and LING 3002.

Method of Instruction: 2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments	40%	Final examination	60%
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LEVEL III

SEMESTERS: I AND II

COURSE CODE: LING 3099

COURSE TITLE: SPECIAL PROJECT IN LINGUISTICS (6 CREDITS - 2-SEMESTER COURSE; MAY BE READ AS A SUBSTITUTE COURSE FOR HUMN 3099 - CARIBBEAN STUDIES PROJECT)

PRE-REQUISITES: AT LEAST TWO LEVEL II OR LEVEL III COURSES TO BE DETERMINED ACCORDING TO THE TOPICS SELECTED

COURSE DESCRIPTION: This course initiates students into research in Linguistics. It specifically enhances understanding of the nature of research in general and linguistics research in particular. Students are expected to develop skills at identifying and defining problems, selecting appropriate approaches to research, and designing and executing research programmes across the broad spectrum of possibilities in Linguistics. The primary emphasis is on practical exercises, workshop and seminar presentations. Coursework evaluation is based on exercises. Final Assessment is by one 5,000- 8,000-word research paper.

Method of Instruction:

2 seminar hours per week, plus regular consultation with supervisor

ASSESSMENT:

2 prepared oral presentations	25%
1 research paper	75%

LEVEL III

SEMESTER: II

COURSE CODE: LING 3101

COURSE TITLE: APPLIED LINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITE: LING 2101 OR LING 2105

COURSE DESCRIPTION: Applied Linguistics provides the theoretical and descriptive foundations for the investigation and solution of language-related problems, especially those of language education (first-language, second-language and foreign-language teaching and learning), but also problems of translation and interpretation, lexicography, forensic linguistics and clinical linguistics. Its main distinguishing characteristic is its concern with professional activities whose aim is to solve 'real world' language-based problems, which means that research touches on a particularly wide range of issues – linguistic, psychological, pedagogical, social, political and economic

Method of Instruction:

2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments	40%	Final examination	60%
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LEVEL III

SEMESTER: I

COURSE CODE: LING 3201

COURSE TITLE: CARIBBEAN DIALECTOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002, LING 1005 AND AT LEAST ONE LEVEL II COURSE

COURSE DESCRIPTION: This course examines the socio-historical background and development of Caribbean languages and their dialects, as well as descriptions and analyses of contemporary Caribbean language structures. Theories such as the Caribbean continuum will be considered. Students will examine indigenous, creole, immigrant and other languages.

Method of Instruction: 2 lectures and 1 tutorial per week

ASSESSMENT:

Coursework (40%) and final examination (60%)

LEVEL III

SEMESTER: II

COURSE CODE: LING 3202

COURSE TITLE: CREOLE LINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002, LING 1005 AND AT LEAST ONE LEVEL II COURSE

COURSE DESCRIPTION: This course attempts to develop specific knowledge of the nature of Creole languages. Students are expected to demonstrate a clear understanding of the history and development of these languages across the world but more specifically those of the Caribbean area. Students are also expected to demonstrate a clear understanding of the processes of civilisation of language as well as of the phonological, morphological, syntactic and semantic characteristics of specific Creoles. Field exercises will be used to promote a greater appreciation of the links of this course to day-to-day existence in one or more selected communities.

Method of Instruction: 2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework	40	Final examination	60%
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LEVEL III

SEMESTER: III

(NOT OFFERED 2013/2014)

COURSE CODE: LING 3701

COURSE TITLE: FIELD METHODS IN LINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2001, LING 2002 AND LING 2302

COURSE DESCRIPTION: This semester-long course introduces the student to basic research methods in linguistics. Equipped with this knowledge, students are required to design their own programme of field research and are sent into the field, under supervision, to collect language data from informants. Students are required to transcribe portions of these data and provide some preliminary analysis.

Method of Instruction: 2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

Coursework	40%	2-hour examination	60%
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LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: GEND 3001

COURSE TITLE: GENDER, VIOLENCE AND TRAUMA IN DISCOURSE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course develops students' understanding of the current theoretical perspectives on trauma and discourse, and equips them with the tools to apply these perspectives to a range of primary material associated with gender violence and its traumatic repercussions. The primary material for analysis is drawn from literary, media and institutional discourses and personal narratives.

Method of Instruction: 2 lecture hours and 1 tutorial hour per week

ASSESSMENT:

In-course assignments	40%	Final examination	60%
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Portuguese Language Courses

LEVEL I

SEMESTER: I

COURSE CODE: PORT 1001

COURSE TITLE: PORTUGUESE LANGUAGE IA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course is designed to develop receptive and productive competence in Portuguese Language and to provide enough cultural information for social as well as linguistic performance. Students will be provided with a content base and language skills to advance them beyond routine situations and survival purposes and to equip them for competent interaction in the target language community.

ASSESSMENT:

Coursework 100%

LEVEL I

SEMESTER: II

COURSE CODE: PORT 1002

COURSE TITLE: PORTUGUESE LANGUAGE IB

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 1001

COURSE DESCRIPTION: This course further develops the objectives of PORT 1001 and students will examine more contemporary audio and video material.

ASSESSMENT:

Coursework 100%

LEVEL II

SEMESTER: I

COURSE CODE: PORT 2001

COURSE TITLE: PORTUGUESE LANGUAGE IIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 1002

COURSE DESCRIPTION: This course will enable students to improve language performance by providing them with content that is relevant to situations in which they must express their points of view. Emphasis will be placed on the acquisition and use of a wider formal vocabulary and grammatical correctness. Materials used will focus on Brazilian cinema, Brazilian newspapers and Brazilian Popular Music (MPB).

ASSESSMENT:

Coursework 100%

SEMESTER: II

COURSE CODE: PORT 2002

COURSE TITLE: PORTUGUESE LANGUAGE IIB

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 2001

COURSE DESCRIPTION: The course seeks to increase the student's knowledge of more specific vocabulary as well as sharpen their ability to express abstract thought in the language. Students will engage in analysis of Brazilian Cinema, Music and Popular Culture.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: I

COURSE CODE: PORT 3001

COURSE TITLE: PORTUGUESE LANGUAGE IIIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 2002

COURSE DESCRIPTION: This course will cover aspects of language, ranging from the Portuguese phonological system to complex lexical, morphological and syntactic information. The course will focus on developing participants' mastery of all language skills, giving greater emphasis to listening and reading, through the use of books, magazines and newspaper articles. Through their use of these two language skills and their exposure to the music, films and texts of the country, students will also gain a continuous and deeper appreciation of the Brazilian environment and culture.

ASSESSMENT:

Coursework 100%

SEMESTER: II

COURSE CODE: PORT 3002

COURSE TITLE: PORTUGUESE LANGUAGE IIIB

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 3001

COURSE DESCRIPTION: The course will cover elements of language from the Portuguese oral and written systems, including complex lexical, morphological and syntactic information. Course content will be drawn from specific material based on the CELPE-Bras (the Brazilian Portuguese Proficiency Certificate) and other, authentic, audio-visual and audio-lingual materials, magazine and newspapers articles. The focus of this course is on mastering all the language skills, with particular emphasis on speaking and writing. Through their use, and through study of identified texts in translation, students will gain further and deeper insights into different aspects of Brazil and Brazilian culture.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: II

COURSE CODE: PORT 3004

COURSE TITLE: BUSINESS PORTUGUESE

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 3001

COURSE DESCRIPTION: In recent years, newly adopted and developed policies have increased Brazil's participation in the world economy. Brazil is now among the ten top economies in the world and has the biggest market in Latin America. The Caribbean region is also fast growing and Trinidad and Tobago is among the countries leading this region's growth.

Improved trade in the region will require more qualified people. Business Portuguese is a course designed to prepare students in developing Portuguese language skills necessary for the context of business in and with Brazil. Students discuss different issues of Brazilian economy and trade that have led Brazil to sustainable economic growth. Students also have the chance to discuss these topics, work on the appropriate language for this field and learn some important specific Brazilian cultural norms that guide negotiations when any Brazilian company is involved. Students therefore develop awareness not only of business terminology needed to work in this area, but also of basic characteristics of Brazilian business culture.

To negotiate this course successfully, students need an intermediate level of Portuguese. Knowledge of economics and business in Latin America will be an advantage but is not a prerequisite. The course is organised in six thematic units. The themes are related to business areas (e.g., agro-industry, technology, life style) and specific aspects of grammar. Method of Instruction: 2 lectures and 1 tutorial per week

ASSESSMENT:

In-course assessment 40% Final examination 60%

Brazilian Studies Courses

LEVEL I

SEMESTER: II

COURSE CODE: PORT 1003

COURSE TITLE: INTRODUCTION TO BRAZILIAN CULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The country that has come to be known as Brazil is a country of many cultures. As a result of its colonial past, the indigenous peoples co-founded, together with Europeans, Africans and Asians, a society whose main cultural wealth is expressed through its rich diversity. Brazil is, however, not a simple collection of isolated indigenous and foreign cultures, each preserving its own traditions. As a result of the contact between and among these peoples and their cultures, Brazil may be described as a huge synthetic mix, with elements of each heritage that interact to form a society that is uniquely Brazilian.

The course examines a variety of themes related to Brazilian civilisation. The diversity of Brazilian culture(s) is studied beginning with a critical analysis of the languages spoken in Brazil, and ending with an exploration of the artistic expressions of the Brazilian people, at both ends of the culture spectrum, erudite and popular. This course is organised into eight units covering five main topics: i) language; ii) festivals and celebrations as popular forms of artistic expression; iii) music; iv) Brazilian visual culture and v) the football culture in Brazil.

Classes are delivered in English, and textual readings are in both English and Portuguese.

This course is a pre-requisite for PORT 2003 Brazilian Society and Culture.

Method of Instruction: 2 lectures and 1 tutorial per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: PORT 2003

COURSE TITLE: BRAZILIAN SOCIETY AND CULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 1003

COURSE DESCRIPTION: This course is designed to enhance the perception and understanding of Brazilian society and culture. Through the use of three main texts, *The Brazilian People* (by Darcy Ribeiro, in translation), *Brazil: Five Centuries of Change* (by Thomas Skidmore) and *The Brazil Reader: History, Culture and Politics* (Robert M. Levine and John Crocitti, eds.), the course describes Brazil's ethnic groups (Amerindians, Europeans, Africans and Asians), who, through both mixing and segregation, became the Brazilians of today; the main aspects of Brazilian political and socio-economic history; religions, and popular culture.

The course also focuses on specific Afro-Brazilian issues such as racism, federal laws, and the emergence of an Afro-Brazilian middle class, its representations, past and current repression.

Classes and texts are offered in English. This course creates a channel whereby students can enhance competence in the knowledge of Brazilian society and culture.

Method of Instruction: 2 lectures and 1 tutorial per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

LEVEL III

SEMESTER: I

COURSE CODE: PORT 3003

COURSE TITLE: MODERN BRAZILIAN LITERATURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: PORT 2002

COURSE DESCRIPTION: This course introduces students to modern literature produced in Brazil. In this course, students analyse literary texts that relate to Brazilian culture and history. The period of study starts at the beginning of the 20th century and continues up to the present. This period is explored using the best known Brazilian authors, selections of their most important works and the historical context of each period.

An intermediate level of Portuguese language is required in order to facilitate comprehension of the texts in Portuguese. The lectures are mainly expository, but films and music are also used to increase learning and to support a full experience of each context. The textbook, *Literatura Brasileira* by Carlos Emilio Faraco and Francisco Marto Moura, is used during the entire course. This book contains all the literary texts necessary to the course, none being greater than 900 words in length.

The course offers learners an understanding of the modern Brazilian literary movements, which will provide students with a critical overview of Brazilian society in the last century. The literary texts will provide information about Brazilian society in terms of immigration, slavery, the role of women, syncretism of ethnic groups, social classes, and religious issues.

Method of Instruction: 2 lectures and 1 tutorial per week

ASSESSMENT:

In-course assignments 40% Final examination 60%

Spanish Language Courses

CONTACT HOURS: 6 PER WEEK

LEVEL I

SEMESTER: I

COURSE CODE: SPAN 1001

COURSE TITLE: SPANISH LANGUAGE IA

NUMBER OF CREDITS: 3

PRE-REQUISITES: A' LEVEL SPANISH

COURSE DESCRIPTION: This course is designed to strengthen students' proficiency in the Spanish language aiming at reaching a level B1.1 in the CEFR. The course is divided into three components, each with two contact hours: reading-composition, listening comprehension-conversation and communicative grammar. Students will be exposed to different varieties of the Spanish language and aspects of Hispanic culture. The themes dealt with at this level include but are not limited to Hispanic music, literature, cinema and social issues. The language of instruction and assessment is Spanish.

ASSESSMENT:

Coursework 100%

LEVEL I

SEMESTER: II

COURSE CODE: SPAN 1002

COURSE TITLE: SPANISH LANGUAGE IB

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001

COURSE DESCRIPTION: This course complements SPAN 1001 by placing greater emphasis on the expression of abstract and logical relations, with the aim of reaching a level B1.2 in the CEFR. This course also seeks to broaden the students' range of lexical and syntactic choices. The course is divided into three components, each with two contact hours: reading-composition; listening comprehension-conversation and communicative grammar. Students are exposed to different varieties of the Spanish language and aspects of Hispanic culture through literature, scholarly articles, audio and visual materials and are expected to be able to discuss and write in Spanish about historical, political, social and cultural aspects of Spanish speaking countries and the Caribbean.

ASSESSMENT:

Coursework 100%

LEVEL II

SEMESTER: I

COURSE CODE: SPAN 2001

COURSE TITLE: SPANISH LANGUAGE IIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1002

COURSE DESCRIPTION: This course is designed to improve students' competence in Spanish in all skills. At the end of the course students are expected to reach a level B2.1 in the CEFR. The course is divided into three components, each with two contact hours: reading-composition; listening comprehension-conversation and communicative grammar. The broad thematic areas for this course are learning, education and development.

ASSESSMENT:

Coursework 100%

LEVEL II

SEMESTER: II

COURSE CODE: SPAN 2002

COURSE TITLE: SPANISH LANGUAGE IIB

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 2001

COURSE DESCRIPTION: This course is designed to further the objectives of SPAN 2001 aiming at reaching a level B2.2 in the CEFR. Students are exposed to a variety of audio-visual and reading material on the themes specified as well as on other subject areas. Thematic areas for this course include social networks, media and culture. The course is divided into three components, each with two contact hours: reading-composition; listening comprehension-conversation and communicative grammar.

ASSESSMENT:

Coursework 100%

LEVEL II/III

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2101

COURSE TITLE: HISTORY OF THE SPANISH LANGUAGE I

NUMBER OF CREDITS: 3

PRE-REQUISITES: B AVERAGE IN SPAN 1002

COURSE DESCRIPTION: Taking as its starting point a description of the sound system of modern Spanish, this course will review the development of Spanish phonology from the period of Vulgar Latin to the present. Included in this course will be a brief overview of the over-all development of Castilian as the principal language of the Hispanic World.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II/III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2102

COURSE TITLE: HISTORY OF THE SPANISH LANGUAGE II

NUMBER OF CREDITS: 3

PRE-REQUISITES: B AVERAGE IN SPAN 2101

COURSE DESCRIPTION: The development of the lexicon of Spanish will be presented in such a way as to illustrate the various stages of the history of the language. Beginning from an analysis of the structure of modern Spanish the course will also review the morphosyntactic system of the language from Vulgar Latin to the present.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II/III

SEMESTER: II

COURSE CODE: SPAN 2202

COURSE TITLE: CULTURE AND SOCIETY IN SPANISH AMERICA

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1002

COURSE DESCRIPTION: This course seeks to deepen students' knowledge and understanding of and give insight into various aspects of Spanish American culture and society. The course is delivered in Spanish and a variety of teaching methods and instructional materials are used to facilitate learning. In this course, the following areas of the Spanish American reality are examined: historical aspects, political thought and processes, geography, economy and cultural varieties.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL III

SEMESTER: I

COURSE CODE: SPAN 3001

COURSE TITLE: SPANISH LANGUAGE IIIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 2002

COURSE DESCRIPTION: This course is divided into three components, each with two contact hours: reading-composition, listening comprehension-conversation and communicative grammar. The course is designed to provide students with a broader range of communicative strategies and vocabulary. SPAN 3001 is specifically geared towards developing advanced vocabulary, speaking and writing skills, the acquisition of important cultural knowledge; the analysis and synthesis of advanced texts as established for the level C1 of the CEFR. Thematic areas for this course include the Arts and Women, gender and sexuality.

ASSESSMENT:

Coursework 100%

LEVEL III

SEMESTER: II

COURSE CODE: SPAN 3002

COURSE TITLE: SPANISH LANGUAGE IIIB

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 3001

COURSE DESCRIPTION: This course shares the objectives of SPAN 3001 with more emphasis being placed on abstract themes and culture. By the end of the course, students are expected to be highly proficient in the target language both orally and in written communication (C1 in the CEFR) and should have developed the ability of critical thinking in Spanish. This course is divided into three components, each with two contact hours: reading-composition, listening comprehension-conversation and communicative grammar. The thematic areas for this course include migration and politics.

ASSESSMENT:

Coursework 100%

LEVEL II/III

SEMESTER:

COURSE CODE: SPAN 3502

COURSE TITLE: BUSINESS SPANISH

NUMBER OF CREDITS: 3

PRE-REQUISITES: B AVERAGE IN SPAN 3001

COURSE DESCRIPTION: This course helps students to master basic commercial Spanish and improves their knowledge of the language in business-related situations. Students are introduced to Spanish business terminology and communication; and develop their skills in understanding and preparing a variety of business documents. Each business aspect will be reinforced by written and oral exercises, a review of technical and commercial terms and concepts, translation of business documents, composition of business letters, etc. The importance of cultural and psychological approaches in business communications are also emphasised.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II/III

SEMESTER:

COURSE CODE: SPAN 3504

COURSE TITLE: SPANISH TRANSLATION I

NUMBER OF CREDITS: 3

PRE-REQUISITES: B AVERAGE IN SPAN 2002

COURSE DESCRIPTION: This course will provide students with an introduction to the practice of translation in the Caribbean as well as with basic translation concepts and strategies. After a theoretical presentation of these concepts and strategies, framed in a Dynamic Translation Approach, students will be exposed to translations and their analyses in the fields of Tourism, Commerce and Journalism. They will also be presented with specific translation tasks in each one of these fields. Throughout the process students should use appropriate terminology to define translation problems and their solutions.

ASSESSMENT:

Coursework 50% Final Examination 50%

LEVEL II/III

SEMESTER:

COURSE CODE: SPAN 3505

COURSE TITLE: SPANISH TRANSLATION II

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 3504

COURSE DESCRIPTION: This course will provide students with an opportunity to further develop their translation skills. After a review of the concepts and strategies covered in Spanish Translation I, students will be exposed to translations and their analyses in the fields of Literature, Film, Law and The Environment. They will also be presented with specific translation tasks in each one of these fields. Seminars on Translation Issues will present a perspective of some approaches to Translation and will enhance the understanding of the basic concepts of the field. Throughout the process students should use appropriate terminology to define translation problems and their solutions.

ASSESSMENT:

Coursework 50% Final Examination 50%

Hispanic Literature Courses

LEVEL I

SEMESTER: I AND II

COURSE CODE: SPAN 1699

COURSE TITLE: INTRODUCTION TO HISPANIC LITERATURE

- PROSE, POETRY, DRAMA

NUMBER OF CREDITS: 6

PRE-REQUISITES: GRADE C OR ABOVE AT A'LEVEL SPANISH

COURSE DESCRIPTION: This course gives an introduction to literary analysis and criticism together with the study of leading contemporary writers of short fiction, poetry and drama in the Hispanic world. All instruction and written work is carried out in the foreign language.

ASSESSMENT:

Coursework 50% Final examination 50%

LEVEL II

SEMESTER: I

COURSE CODE: SPAN 2212

COURSE TITLE: HISPANIC LITERARY CULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course examines selected aspects of Hispanic civilisation as defined in the literatures from texts and films from the works of Almodóvar, Novato, Alea, Vasconcelos, Paz, Allende, Borges, García Márquez, and/or any other writer/s considered appropriate.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL II

SEMESTER: II

COURSE CODE: SPAN 2301

COURSE TITLE: TWENTIETH CENTURY SPANISH

AMERICAN POETRY

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course examines various trends in poetry from *ultraísmo* through *modernismo* to the revolutionary resistance poetry so common in Spanish America today.

Selected texts from Borges, Darío, de Burgos, Neruda, and/or any other poet/s considered appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2302

COURSE TITLE: TWENTIETH CENTURY SPANISH

AMERICAN NARRATIVE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course seeks to introduce students to the study of the Spanish American narrative in the 20th century, focusing on three main literary movements: vanguard literature, boom and post-boom. Artistic, social and political ideas surrounding Latin-American writing in this period are also studied.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2601

COURSE TITLE: CIVILISATION AND BARBARISM IN

SPANISH AMERICAN LITERATURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course examines a central theme and ideological formulation in Spanish American intellectual discussion and literary production. It examines how Spanish American reality was analysed. Selected texts chosen from the works of Sarmiento, Rodó, Gallegos, Rivera, Vargas Llosa as well as extracts from selected essays and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: SPAN 2602

COURSE TITLE: MARVELLOUS REALISM IN SPANISH

AMERICAN WRITING

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course deals with a significant element in Spanish American writing: "el realismo mágico." The course explores the extent to which Spanish American literary situations are related to the marvellous or the magical.

Selected texts from the works of Carpentier, García Márquez, Allende, Rulfo, Esquivel and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL II

SEMESTER: I OR II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2603

COURSE TITLE: HISPANIC LITERATURE: DEATH

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course will focus on different perspectives on death offered in the Spanish and Spanish American traditions.

Selected texts are chosen from the works of Quevedo, Calderón, Unamuno, Cela, García Lorca, Paz, Rulfo and/or any other writer/s considered appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL II

SEMESTER: II

COURSE CODE: SPAN 2604

COURSE TITLE: WOMEN IN HISPANIC LITERATURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course will examine the work of female writers in the light of feminist theory and concerns. Consideration is given to traditional Spanish American patriarchal notions such as machismo and its perspectives. Selected texts from the works of Santa Teresa de Ávila, Sor Juana Inés de la Cruz, Allende, Garro, Valenzuela, Traba, Vega, Morejón and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL II

SEMESTER: I OR II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2605

COURSE TITLE: HISPANIC LITERATURE: EXISTENCIALISM

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: In this course, students will study Existentialism and its Hispanic literary manifestations. They will examine the genesis and principal characteristics of Existentialism and analyse three Hispanic Existentialist works with a view to identifying the Existentialist features which appear therein. Finally, they will analyse the relevant literary and aesthetic qualities in these works as well as their role and function.

Selected novels and texts are chosen from Unamuno, Ernesto Sabato, Cela and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Course work 40% Final Examination 60%

LEVEL II

SEMESTER: I OR II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2713

COURSE TITLE: TWENTIETH CENTURY MEXICAN LITERATURE AND CULTURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course will examine the trajectory of literature in the 20th century, its relation to post-revolutionary Mexico and the wider world of letters.

Selected texts of prose fiction, poetry and/or drama chosen from the works of Paz, Rulfo, Fuentes, López Velarde, Saínz, Leñero, Castellanos, Esquivel, Pacheco and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 2817

COURSE TITLE: TWENTIETH CENTURY LITERATURE OF COLOMBIA AND CENTRAL AMERICA

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND SPAN 1699

COURSE DESCRIPTION: This course examines the socio-political themes and language of major Colombian and Central American authors. Selected texts of prose fiction, poetry and/or drama chosen from the works of Caballero, Calderón, Duncan, García Márquez, Asturias, Dalton, Bellí, Alegría, Aguilar and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL: III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 3204

COURSE TITLE: CERVANTES

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC LITERATURE COURSE

COURSE DESCRIPTION: The work of Cervantes initiates modern prose fiction in the Western hemisphere. This is the basis of study for this course in which the main text is *El ingenioso hidalgo Don Quijote de la Mancha*.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL III

SEMESTER: I

COURSE CODE: SPAN 3301

**COURSE TITLE: ISSUES IN CONTEMPORARY
CUBAN CULTURE**

NUMBER OF CREDITS: 3

**PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC
LITERATURE COURSE**

COURSE DESCRIPTION: The course offers an analysis of the experimentation and controversies expressed in literature and deriving from the Revolutionary contexts in Cuba since 1959.

Selected novels, drama, poetry chosen from Morejón, Guillén, Cabrera Infante, Arenas, Arrufat, Otero, Padilla and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL III

SEMESTER: I OR II

COURSE CODE: SPAN 3303

**COURSE TITLE: TWENTIETH CENTURY ARGENTINE
LITERATURE**

NUMBER OF CREDITS: 3

**PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC
LITERATURE COURSE**

COURSE DESCRIPTION: This course will introduce students to the subtle questioning of received ideas so characteristic of major Argentine writers in the 20th century.

ASSESSMENT:

Coursework 40% Final examination 60%

LEVEL III

SEMESTER: I

COURSE CODE: SPAN 3603

COURSE TITLE: HISPANIC DRAMA

NUMBER OF CREDITS: 3

**PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC
LITERATURE COURSE**

COURSE DESCRIPTION: This course will survey and study the traditions of drama in Spain and Spanish America. Selected texts from Lope de Vega, Calderón de la Barca, Tirso de Molina, Zorrilla, García Lorca, Chocrón, Buenaventura, Marqués and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 3604

COURSE TITLE: MAJOR SPANISH AMERICAN WRITERS

NUMBER OF CREDITS: 3

**PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC
LITERATURE COURSE**

COURSE DESCRIPTION: This course offers an analysis of the works of writers of international stature. In any year the writer/s and work/s will be studied in some depth taking account of their contributions in essay, novel or poetry.

Selected texts from the work of Neruda, Borges, Vallejo, Paz, García Márquez, Cortázar, Allende and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 3703

**COURSE TITLE: THE NEW SPANISH AMERICAN NOVEL
NARRATIVE**

NUMBER OF CREDITS: 3

**PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC
LITERATURE COURSE**

COURSE DESCRIPTION: This course offers an in-depth analysis of writing in Spanish America since the 'Boom' of the 1960's.

Selected novels chosen from Vargas Llosa, Fuentes, García Márquez, Roa Bastos, Onetti, Donoso and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL III

SEMESTER:

COURSE CODE: SPAN 3705

COURSE TITLE: CONTEMPORARY VENEZUELAN THEATRE

NUMBER OF CREDITS: 3

**PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC
LITERATURE COURSE**

COURSE DESCRIPTION: This course will focus on three Venezuelan dramatists who have made a profound impact on Venezuelan society: Chabaud, Cabrujas and Chocrón. They are the co-founders of the theatrical company "El Nuevo Grupo" and share the same aesthetic and ideological convictions. They have introduced a number of interesting stylistic and formal innovations, and continue to contribute richly to the body of drama being produced in Venezuela. The course seeks to analyse these innovations critically, in addition to providing a close examination of the thematic concerns of these three dramatists.

ASSESSMENT:

Course work 40% Final Examination 60%

LEVEL III

SEMESTER: I OR II

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 3706

COURSE TITLE: SPANISH CARIBBEAN LITERATURE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC LITERATURE COURSE

COURSE DESCRIPTION: This course considers various aspects of Spanish Caribbean writing including essays and biographies. It investigates the extent to which there are common preoccupations in the writing of the Spanish speaking countries of the Greater Antilles. Selected texts chosen from Desnoes, Cabrera Infante, Laguerre, Sánchez, Vega, Palés Matos, Guillén, Soto, and/or any other writer/s that the instructor may consider appropriate.

ASSESSMENT:

Coursework 40% Final Examination 60%

LEVEL III

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: SPAN 3901

COURSE TITLE: SOCIAL AND POLITICAL ISSUES IN CONTEMPORARY SPANISH AMERICAN FILM AND NARRATIVE

NUMBER OF CREDITS: 3

PRE-REQUISITES: SPAN 1001 AND ANY LEVEL II HISPANIC LITERATURE COURSE

COURSE DESCRIPTION: This course examines some of the key political, economic and social issues, which have helped to transform and shape the destiny of Spanish-American society today. The joint use of film and literary text aims at presenting a broader view of political, social and cultural events and their impact on the populace.

ASSESSMENT:

Coursework 40% Final Examination 60%

Speech and Language Science Courses

LEVEL: I

SEMESTER: I

COURSE CODE: COMS 1001

COURSE TITLE: COMMUNICATION SKILLS FOR HEALTH PERSONNEL

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course uses a skills approach to the practice of effective communication in health settings. Students will be able to function effectively as individuals in public, small group and face-to-face interactions with persons seeking health care. They will also be able to communicate effectively in writing across a range of forms necessary to the health profession.

ASSESSMENT:

Coursework: 50% Final Examination: 50%

LEVEL I

SEMESTER: II

COURSE CODE: LING 1001

COURSE TITLE: INTRODUCTION TO PHONETICS AND PHONOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to introduce students to the analysis, recognition, reproduction and transcription of speech sounds, and to enable them to understand the myriad possible patterning of these sounds in a wide cross-section of the world's languages. It is especially useful for anyone interested in studying or teaching English, French, Spanish, Portuguese, Hindi, or any other language, and in speech and language pathology

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL I

SEMESTER: I

COURSE CODE: LING 1002

COURSE TITLE: INTRODUCTION TO MORPHOLOGY AND SYNTAX

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Words are composed of smaller units of meaning and function, and this course investigates the linguistic processes by which words are derived. It also focuses on the composition of sentences and on the processes by which sentences of infinite number and complexity can be produced.

Method of Instruction:

2 lectures and 1 tutorial per week

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL I

SEMESTER: I

COURSE CODE: LING 1005

COURSE TITLE: INTRODUCTION TO LANGUAGE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course aims at familiarising students with a range of ways in which language operates in human society, introducing students to language as a dynamic phenomenon, varying and changing from region to region, from one historical period to another and from one culture to the next. The course also aims at sensitising students to the systematic nature of language and to the possibilities for objective description.

Method of Instruction:

2 lectures and 1 tutorial per week

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL I

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: MDSC 1003

COURSE TITLE: INTRODUCTION TO AUDIOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is intended to impart a basic understanding of the normal auditory system, hearing loss and its causes, diagnosis and management. It is also intended to provide basic insight into the roles of various healthcare workers in this country, and abroad, in the management of hearing loss. This will provide the student with the necessary background to deal effectively with persons who are hearing impaired and to recognise a possible hearing loss in their clients.

ASSESSMENT:

In-course: 25%

End of semester assessment:

Multiple choice questions - 60%

Practical - 15%

LEVEL I

SEMESTER: I AND II

(NOT OFFERED 2013/2014)

COURSE CODE: MDSC 1004

COURSE TITLE: ANATOMY AND PHYSIOLOGY OF SPEECH AND LANGUAGE I AND II

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: It is mandatory that students of speech and language be cognisant of the structure and functioning of the parts of the human body that are responsible for the generation and comprehension of language. This course provides a description of the anatomy and physiology of the human organs involved in speech and language production and the ways in which they work together for the purpose of language production in normal

situations. This includes an introduction to basic concepts of anatomy and physiology and consideration of the auditory system, the respiratory system, the phonation system, the nervous system, and the complex interactions among these systems. Such information will form the basis for determining any speech and language pathology which may exist at any time point. In addition to the lecture-based knowledge, imparted students will receive practical exposure to the gross anatomy specimens of relevant human organs and/or their models and to their functional aspects.

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL I

SEMESTER: I

COURSE CODE: PSYC 1003

COURSE TITLE: INTRODUCTION TO PSYCHOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The concepts and practice of psychology are becoming increasingly important in our society. This course allows students to gain an understanding of basic principles in psychology. It also illustrates some basic techniques of measuring human behaviour. An attempt will also be made to indicate where psychological principles could play an effective part in understanding and solving certain problems. The course is organised into seven sections. An attempt will also be made to use a multi-disciplinary approach through illustrations. The theme of humanistic psychology will be used alongside the Freudian and Behaviouristic approaches to explore whether human beings have the inherent nature to transcend the environment or to remain always at the mercy of the environmental forces. Among the topic areas dealt with in this course are sensation and perception, learning, motivation, memory, emotions, intelligence, personality, development and research methods. This course is a pre-requisite for all other second and third year psychology courses. Students are expected to attend all lectures and undertake consistent reading on their own.

LEVEL I

SEMESTER: II

COURSE CODE: COMS 1002

COURSE TITLE: COMMUNICATION SKILLS FOR HEALTH PROFESSIONS

NUMBER OF CREDITS: 3

PRE-REQUISITES: COMS 1001

COURSE DESCRIPTION: This course uses a skills approach to the application of effective communication principles in counselling and conveying messages in health settings. Students will be able to effectively conduct counselling sessions and use clinical instruction methods. They will also be able to use appropriate strategies and technology to convey messages to patients, clients and other professionals.

ASSESSMENT:

Examination: 50% Coursework: 50%

LEVEL I

SEMESTER: II

COURSE CODE: EDEC 1501

COURSE TITLE: EARLY EDUCATION AND EDUCATIONAL INTERVENTION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Building upon the course ED452, the understanding of development will be studied in the context of schools and early education. The types of cognitive and social development that are structured into classroom and learning relationships, and the dynamics which constrain this development will be explored. Discussion will focus on the role and importance of early education. Various models of early education programmes will be discussed, especially drawing upon studies and programmes developed in the Caribbean. The structure of ideal classrooms and schools will be related to the learning objectives and proposed outcomes of early education programmes. Concepts of natural education, compensation and intervention will be discussed.

ASSESSMENT:

One written overview of the relevant literature: 100%

LEVEL: II

SEMESTER: I

COURSE CODE: LING 2001

COURSE TITLE: PHONOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005 OR LING 1005 AND LING 1006

COURSE DESCRIPTION: This course examines phonology in the context of some well-established theoretical orientations and provides opportunities to do practical work based on these theories. It links theory to practice and develops knowledge and skills specific to phonological study.

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL II

SEMESTER: II

COURSE CODE: EDEC 2022

COURSE TITLE: LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course will focus on the development of curricula activities for young children. The theoretical and research theories and studies will form the rationale and several approaches will be utilised. This course offers students an overview of current research and professional practices which affect young children's literacy development.

ASSESSMENT:

In-course: 100%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2002

COURSE TITLE: SYNTAX

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001 LING 1002 AND LING 1005

COURSE DESCRIPTION: This course is designed to provide further knowledge in some of the theoretical orientations in syntactic theories, and to provide opportunities to do practical work based on these theories. It focuses especially on generative grammar. This course provides part of a broad base in Linguistics for students wanting to pursue further work in the field.

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2006

COURSE TITLE: SPEECH AND HEARING SCIENCE

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001

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

ASSESSMENT:

In-course: 50% Final examination: 50%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2101

COURSE TITLE: LANGUAGE ACQUISITION

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005

COURSE DESCRIPTION: This course is designed to enable students to comprehend the natural processes of primary language acquisition in monolingual, bilingual, and multilingual situations. It examines theories of language acquisition as they have developed throughout this century, and measures these against experimental and naturalistic findings in this burgeoning field. It examines the contribution of neurolinguistic findings to the field. It investigates the major current issues in language acquisition research, specifically the roles of the first language(s), environmental, social-psychological, and neurological factors. Language acquisition is distinguished from language learning, which is studied later in other courses such as LING 3101.

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2105

COURSE TITLE: LANGUAGE DEVELOPMENT AND LANGUAGE LEARNING DISABILITIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 2101 (OR EQUIVALENT)

COURSE DESCRIPTION: This course offers an introductory survey of the range of language and learning disabilities, and will equip participants with a basic understanding of these conditions, and their symptoms. It is part of a larger Certificate programme and a Minor in Speech and Language Pathology, which will provide the community with persons sufficiently cognisant of language disabilities and their manifestations as to be able to take the appropriate identification measures, to make referrals and assist in intervention strategies. This course targets parents, social workers, nurses, educators, and undergraduate students who are or will be teachers/researchers/consultants in language development.

ASSESSMENT:

In-course: 50% Final examination: 50

LEVEL II

SEMESTER: II

COURSE CODE: LING 2302

COURSE TITLE: SOCIOLINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005 OR LING 1005 AND LING 1006

COURSE DESCRIPTION: Sociolinguistics is concerned with the relationship between the language we speak and the society we live in. It is concerned with describing dialects of language in their own right and evaluating their diverse uses. It studies language as a tool of power and identity. Within this introductory course fundamental sociolinguistic concepts and premises are introduced; we look at the ways in which social variation can be correlated with linguistic variation, and examine issues of gender, ethnicity, class, age, and education as critical variables. This is a recommended course for language teachers and students of Social Sciences.

ASSESSMENT:

In-course: 40% Examination: 60%

LEVEL II

SEMESTER: II

COURSE CODE: LING 2305

COURSE TITLE: INTRODUCTION TO EDUCATIONAL LINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005 OR LING 1005 AND LING 1006

COURSE DESCRIPTION: Linguistics, as a discipline, has the potential to make significant contributions to Education. These contributions are wide and varied. This course enhances the level of linguistic knowledge, awareness and

understanding of the student as he/she examines the potential contribution of the discipline to the processes of education. It promotes an understanding of the nature and purpose of education as well as of the processes of education in formal education systems. It also addresses the obvious need for teachers in the Caribbean to be acquainted with basic linguistic information needed for adequate functioning in the classroom.

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL II

SEMESTER: II

COURSE CODE: PSYC 2012

COURSE TITLE: DEVELOPMENTAL PSYCHOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: PSYC 1003 OR PSYC 1004

COURSE DESCRIPTION: This course focuses on theories and patterns of human development from pre-natal stages to old age. The interplay between cultural norms and psychological patterns is examined, and the factors related to healthy growth and development from an individual and a societal perspective are explored. The course also examines preventative and rehabilitative measures.

LEVEL: III

SEMESTER: I AND II

COURSE CODE: LING 3099

COURSE TITLE: SPECIAL PROJECT IN LINGUISTICS

NUMBER OF CREDITS: 6

PRE-REQUISITES: AT LEAST TWO SECOND OR THIRD YEAR LINGUISTICS COURSES, TO BE DETERMINED ACCORDING TO THE TOPIC SELECTED.

COURSE DESCRIPTION: This course initiates students into research in Linguistics. It specifically enhances understanding of the nature of research in general and linguistics research in particular. Students are expected to develop skills at identifying and defining problems, selecting appropriate approaches to research, and designing and executing research programmes across the broad spectrum of possibilities in Linguistics. The primary emphasis is on practical exercises, workshops, and seminar presentations. Coursework evaluation is based on exercises.

ASSESSMENT:

Research paper (5,000-8,000 wds):	60%
Oral presentation:	20%
Research design:	10%
Literature review:	10%

LEVEL III

SEMESTER: I

COURSE CODE: LING 3201

COURSE TITLE: CARIBBEAN DIALECTOLOGY

NUMBER OF CREDITS: 3

**PRE-REQUISITES: LING 1001, LING 1002 AND LING 1005
AND AT LEAST ONE LEVEL II COURSE**

COURSE DESCRIPTION: This course examines the socio-historical background and development of Caribbean languages and their dialects as well as descriptions and analyses of contemporary Caribbean language structures. Theories such as the Caribbean continuum will be considered. Students will examine indigenous, creole, and immigrant languages.

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL II

SEMESTER: II

COURSE CODE: EDSE 3001

COURSE TITLE: SPECIAL EDUCATION/ADVANCED STUDIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEC 1501

COURSE DESCRIPTION: This course examines the changing paradigms of early intervention and special education for young children with special needs. Inclusive models of service delivery will be explored including the teacher as facilitator and resource consultant. Models currently in use in infant programmes and home visiting programmes will be explored. This course will take an in-depth look at the special needs of the child in the early childhood classroom. The course will look at how early intervention influences the child's functioning in the classroom. Discussion will focus on the role and importance of identification and recognition of children with special needs and appropriate referral, where necessary for further assessment. Students will be introduced to methods of observing and reporting the characteristics of children having special needs. Emphasis will be placed on the normalisation, integration, identification of children with special needs, and the adaptation of the curriculum to meet the needs of special children. Various models of programmes will be examined, especially drawing upon studies and programmes developed in the Caribbean.

ASSESSMENT:

A research study (3,500 words): 100%

LEVEL II

SEMESTER: II

COURSE CODE: LING 3202

COURSE TITLE: CREOLE LINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: LING 1001, LING 1002, LING 1005, AND ONE LEVEL II COURSE

COURSE DESCRIPTION: This course develops specific knowledge of the nature of Creole languages. Students are expected to demonstrate a clear understanding of the history and development of these languages across the world, but more specifically those of the Caribbean area. Students are also expected to demonstrate a clear understanding of the processes of civilisation of language as well as of the phonological, morphological, syntactic and semantic characteristics of specific Creoles. Field exercise will be used to promote a greater appreciation of the links of this course to day-to-day existence in one or more selected communities.

ASSESSMENT:

In-course: 40% Final Examination: 60%

LEVEL II

**SEMESTER: I (BA SLS AND SLP STUDENTS)
AND II (CERT SLP STUDENTS)**

COURSE CODE: MDSC 2003

COURSE TITLE: CLINICAL MANAGEMENT

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: This is a structured Observation Course which will include observational hours in clinical settings in Trinidad & Tobago. It will address clinical practicum issues, such as:

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

ASSESSMENT:

In-course: 100%

SCHOOL OF EDUCATION

Staff Listing

ADMINISTRATION

DEAN, FACULTY OF HUMANITIES AND EDUCATION

Funso Aiyejina

Professor
BA (Ife), MA (Acadia), PhD (UWI)

HEAD, SCHOOL OF EDUCATION

Dr. Jeniffer Mohammed

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MULTI-MEDIA PRODUCTION CENTRE (MPC)

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Matthews, Donald (Mr)

PC Network Support Technician
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Sundra, Daniel (Mr)

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OUTREACH UNIT

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FAMILY DEVELOPMENT AND CHILDREN'S RESEARCH CENTRE (FDCRC)

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Daljitsingh, Tricia (Ms)

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Gosine, Mandy (Ms)

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Jangeesingh, Rena (Ms)

Teacher

Mahabir, Beverly (Mrs)

Teacher

Marcano, Roxanne (Mrs)

Senior Teacher

Olivier, Caroline (Mrs)

Teacher

Phillip, Dianne (Ms)

Snr. Administrative Assistant/
Programme Coordinator, ECCD Certificate Programme

Rampersad, Loretta (Ms)

Snr. Secretary,

Tsoi-a-Fatt, Camelia (Ms)

Senior Teacher

SERVICE STAFF

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Office Attendant
Tel: Ext. 83709

Lovelace, Wilson (Mr)

Messenger/Cleaner
Tel: Exts. 82118/83341/83709

Oudit, Himrajh (Mr)

Office Attendant
Tel: Ext. 83709

**SPORT AND PHYSICAL EDUCATION CENTRE
(SPEC)**

Concession Area

Tel: Ext. 84375

Equipment Handout Room

Tel: Ext. 84377

Guard Booth

Tel: Ext. 83809

Ticket Booth

Tel: Ext. 84376

Alexander, Michelle (Mrs)

Office Attendant
Tel: Ext 84380

Ali, Macsood (Mr)

Facility Attendant
Part-Time Volleyball Coach
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Allemany, Lenard (Mr)

Labourer
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Avril, Dean (Sensei)

Karate (UWI Shotokan Karate Club)
Tel: Ext. 83810/84381

Barrimond, Koya (Coach)

Cheerleading
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Bartholomew, Jason (Mr)

Recreation Grounds Attendant
Tel: Ext. 84382

Bartholomew, Jean-Paul (Mr.)

Gym Attendant
Part-time Lecturer

Bedase-Roopan, Kirsten (Mrs)

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Blackman, Byron (Mr)

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Clarke, Stokely (Sensei)

Taekwondo
Tel: Ext. 83810/84381

Coutain, Mervyn (Mr)

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Tel: Ext. 84005

Edwards, Verna (Coach)

Table Tennis
Tel: Ext. 83810/84381

Faria, Maurice (Coach)

Swimming
Tel: Ext. 83810/84381

Foster, Garfield (Mr)

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Recreation Grounds Attendant
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Gym Supervisor
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UNDERGRADUATE REGULATIONS & SYLLABUSES 2013 – 2014
THE FACULTY OF HUMANITIES & EDUCATION

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Maharaj, Narendra (Mr)

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Pool Attendant
Tel: Ext. 84005

Gym Attendant

Tel: Ext. 84384

Pemberton, Ian (Mr.)

Aqua Training/Aqua Power Training
Tel: Ext. 83810/84381

Persad, Ramnath (Mr)

Curator
Tel: Ext. 84380

Pollonais-La Foucade, Frances (Mrs)

Aerobics
Tel: Ext. 83810/84381

Ryce, Philbert (Coach)

Track and Field- Sprints and Hurdles
Tel: Ext. 83810/84381

Samuel, Carlton (Mr)

Stretch and Relaxation
Reflexologist/Masseur
Tel: Ext. 83810/84381

Scott, Candice (Ms)

Gym Attendant
Aqua Aerobics Instructor
Tel: Ext. 84384/83810

Siewpersad, Sheldon (Mr)

Recreation Grounds Attendant
Tel: Ext. 84382

Singh, Davindra (Coach)

Female Cricket
Tel: Ext. 84381

Sobers, Lennox (Coach)

Netball
Tel: Ext. 83810/84381

Stewart, Barry (Coach)

Men's Basketball
Tel: Ext. 83810/84381

Sukhu, Peran (Mr)

Cleaner
Tel: Ext. 84382

Rosales, Janiel (Ms.)

Cleaner
Tel: Ext. 84380

Theroulde, Matthew (Mr.)

Facility Attendant
Tel: Ext. 84380

Thomas, Joyce (Coach)

Track and Field- Field Events
Tel: Ext. 83810/84381

Waldron-Joseph, Annette (Ms.)

Administrative Assistant
Tel: Ext. 82594

Wickham, Karen (Ms.)

Sport Coordinator (Female)
Tel: Ext. 83810

Zeudi Mack ((Coach)

Badminton
Tel: Ext. 83810/84381

General Information

ACTIVITIES OF THE SCHOOL OF EDUCATION

A. Teaching University Programmes at various levels

- Certificate in Education
 - The Art and Science of Coaching
 - Early Childhood and Development
- Bachelor of Education
 - Bachelor of Education (Primary)
 - Bachelor of Education (Early Childhood Care and Education)
 - Bachelor of Education (Education Administration)
 - Bachelor of Education Language Arts (Online)
- Postgraduate Diploma in Education (Pre-service)
- Postgraduate Diploma in Education (In-service)
- Postgraduate Diploma in Educational Technology
- Diploma in Health Visiting
- Master of Education Degree, M.Ed.
- Master of Philosophy, M.Phil.
- Doctor of Philosophy, Ph.D.

The School does not offer all the above programmes every year. Information on the offerings in any year can be obtained at the Office of the Head, School of Education. Effective 1999/2000, the Master's of Education (MA) will no longer be offered.

B. Research on Education in the Caribbean

In the past research was mainly action-based with short term potential. Today, research continues to be system supportive. New focuses within the School are now centred on a thrust towards large-scale projects aimed at dealing with pressing problems in the school system. These efforts are being conducted by research projects, working groups and individual researchers within the School.

C. Curriculum Development and Development of Educational Materials

In this area, the School collaborates with Ministries of Education. The most recent initiative is in writing materials for delivery of university courses for online delivery. The University has embarked on an increased online education thrust and the School is being called upon to deliver courses in mixed modes.

D. Outreach Activities

Staff members are engaged in a variety of professional activities which include the provision of consultancies and services to institutions and organisations in the country. The main categories of public professional services are: the organisation of workshops, conferences and seminars; membership on commissions, professional associations and examining boards; collaborative ventures with associated institutions such as teachers' colleges; and involvement in community-based activities.

E. Links with other Universities

The School of Education, St. Augustine, has since its inception established links with the wider community through its provision for the appointment of external examiners, the practice of staff exchanges and invitations to visiting scholars of international repute. These links have proved to be mutually beneficial and are intended to promote development in a number of areas related to education.

SUPPORT SERVICES

The Library

The Library at the School was created in 1973. It contains a comprehensive collection of materials in the field of education, with growing emphasis on Caribbean publications. The collection numbers approximately 30,000 items consisting of books, monographs, reports, newspaper clippings, files, theses, government documents, microtexts and subject bibliographies. It subscribes to over 170 journals in education. Its services include:

- i. bibliographic searches;
- ii. photocopying;
- iii. listing of new acquisitions;
- iv. user orientation;
- v. alerting staff to new material;
- vi. book loans;
- vii. assistance in using materials, and
- viii. database searches on CD-ROM and the internet
- ix. provision of audio-visual material

The Library serves the staff of the School of Education, staff and students of the wider university community, planners and researchers of the Ministry of Education and other persons whose eligibility is stated in the rules of the Library. The Library also plays an integral part in the teaching and research programmes undertaken by the School through the acquisition and dissemination of published material.

The Multi-Media Production Centre (MPC)

The Multi-Media Production Centre (MPC) began as a UNESCO pilot project in 1970. The centre is divided into two sections: Audio-visual and Printing. The audio-visual section is a well-equipped unit geared for copy reproduction, charts, illustrations, high contrast black and white slides from technical drawings, graphic illustrations and colour slides for educational purposes. Existing studio facilities are used by staff for previewing films and micro-teaching. Staff members conduct workshops and seminars in schools as outreach activities.

The printing section produces a substantial number of useful publications for the School of Education and the University community. The range includes: books, monographs, faculty brochures and booklets, conference and workshop documents, annual reports, research and curriculum development publications, journals, posters, newsletters and it offers general printing facilities.

Caribbean Educational Research Information Service (CERIS)

The Caribbean Educational Research Information Service (CERIS) is an information service that provides access to information on education in the English-speaking Caribbean. The services of CERIS are available to (a) staff and students of all tertiary institutions in the Caribbean engaged in research on the education systems of the region; (b) researchers, planners, and policy makers of the ministries of education in the region; (c) private researchers in the region; (d) educational practitioners in the region; and (e) all other persons and institutions interested in the development of the education systems of the English-speaking Caribbean.

CERIS provides the following services:

1. **Document supply** – copies of documents on education and training in the English-speaking Caribbean, including official policy documents, research reports, conference papers, journal articles, essays in collected works, monographs, and theses in dissertations in print and, increasingly, in digital formats
2. **Online databases** – online access is provided to three databases: Caribbean Education Bibliographic Database [CEDBIB]; Virtual Library (CVTLIB); and M.Ed. Studies Database [MEDPRA]
3. **Institutional archiving** – a School of Education Community has been established in UWISpace
4. **Reference and referral services** – provides lists of references/bibliographies
5. **Editing** – edits all the publications of the School of Education
6. **Information Literacy Instruction** – provides instruction to graduate students of the School of Education and produces Research Guides to support information literacy
7. **Current awareness** – scans the research literature to identify new articles, reports, etc. for dissemination to researchers

Family Development and Children's Research Centre (FDCRC)

The FDCRC was established in September 1988 with an enrolment of 50 pupils in the 3 - 5 year age group. The programme is based on the intrinsic worth of the individual and the obligation to provide optimal learning environments to bring about maximum all-round development. Cognisance is also taken of the critical importance of the first 5 years of the child's life for later development and the necessity to provide learning experiences, which will promote all-round growth during this crucial developmental phase.

The curricular practice employed in the school is based on the learning centre concept. This approach is posited on the view that pre-schoolers learn more effectively through concrete, play-oriented activities. Consequently, the current trend to formalise instruction for this group through the study of subjects is de-emphasised.

In addition to serving as the model of an enriched environment which could maximise the development of pre-schoolers, the facility functions as a centre for conducting research, and provides laboratory conditions for practical teaching. It is also used as a venue for testing prototypes of print and non-print materials and for mounting public exhibitions of these materials and equipment.

From 1996/97 the School became the central activity in an Early Childhood Care and Education Project which was developed to pursue objectives outlined in the School's Strategic Plan (1995-2000).

Staff/Student Liaison Committees

Students are represented on a Staff/Student Liaison Committee in the School and on the authorised Campus Body.

The Staff/Student Liaison Committee is a committee comprising staff and student members drawn from the School. The purpose of the committee is to provide a clear channel of communication between staff and students and a forum for discussion of all student related issues.

The authorised campus body, Faculty Board, is a body comprising all academic staff in the Faculty of Humanities and Education plus elected student members. The body deals with administrative matters pertaining to the Faculty of Humanities and Education and the University as a whole.

School of Education Library

Rules

The use of the School of Education Library will be governed by the General Regulations for the use of the Main University Library at St. Augustine, except where specifically stated below. A copy of the Main Library's rules may be consulted in the Library, School of Education. Readers are requested to familiarise themselves with both sets of rules.

Opening hours

(During the Semester)

Monday, Tuesday,

Wednesday, Thursday 8.30 a.m. – 9.00 p.m.

Friday 8.30 a.m. – 5.00 p.m.

Saturday 9.00 a.m. – 5.00 p.m.

Vacation

When the courses are not in session, the Library will be opened from 8.30 a.m. to 4.30 p.m. on weekdays, and 9:00 am – 1:00 pm on Saturdays. The Library is closed on all Public Holidays.

Membership

2. All University registered students and staff will be permitted to borrow including:
 - a. Open Campus Students
 - b. Ministry of Education
 - c. Past students of the School of Education
3. Persons admitted to use of the Library under the above categories will be required to pay a non-refundable fee of One Hundred Dollars (TT\$100.00) annually before borrowing is permitted.
4. Students pursuing courses offered by the School of Education who are not officially registered with the University will be granted reading and reference privileges only.
5. Other persons requesting the use of the Library for reading and reference purposes, may be admitted according to their specific needs and at the discretion of the Librarian.
6. All readers must register with the Library before using the facilities.

Loans

7. Loans are allowed to registered Library users as indicated below:

Past students of the School of Education	2 items
Ministry of Education Senior Personnel and Supervisors, Training College Lecturers	2 items
UWI Academic Staff	15 items
UWI ATS Staff	2 items
UWI Postgraduates	10 items
UWI Undergraduates	8 items
Open Campus Students (fully registered)	8 items
8. Items are normally loaned for two (2) weeks. They may be renewed for another two (2) week period, provided they have not been requested by other readers. In any event, not more than two renewals will be allowed. Borrowers are requested to examine materials thoroughly and report all damages, discrepancies and irregularities to the Library Staff on duty.

Reserve Books

9. Special Reserve Items may be borrowed on short loan (For three (3) days) where the Library has more than one copy).

Single copies are available for use in the Library only (three (3) hours).

Serials

10. Serials may not be borrowed from the School of Education Library, except by members of the School of Education's Academic Staff. This privilege may be extended to postgraduate students in extenuating circumstances only. Periodicals may be on loan for one (1) week.

11. Some items in the West Indian Collection will be treated as Special Reserve Items.
12. All materials loaned will be subject to recall by the Librarian at any time.

Overdues

13. The Librarian is empowered to levy a fine upon all readers who fail to return library material within the prescribed period. The fine for late return of books will be one dollar (\$1.00) per item for each day the loan is overdue. This fine will apply also to books recalled to satisfy other borrowers' requests which are not returned by a specified time. The fine for late return of books in the Reserve Collection will one dollar per hour during the Library's business hours..
14. The fines levied above shall not exceed One Hundred Dollars (\$100.00) dollars per item.
15. Loss or damage of library material on loan to a reader should be reported immediately. The reader must pay the current cost of replacing a lost or seriously damaged book or other items, in addition to any fine which may have incurred prior to reporting the loss or damage of the item.
16. After a third notice is dispatched all borrowing privileges will be automatically suspended. Books which are not returned after due notice will be presumed lost and treated accordingly.
17. If after due notice, a fine or replacement cost of an item has not been paid, the Librarian is authorised to request the Bursar to arrange for the amount of the fine to be recovered by the University.
18. The Librarian shall have the power to waive or reduce fines in any case at his/her discretion.
19. In the case of readers from outside the University, failure to comply with the rules will result in automatic cancellation of their borrowing privileges.
20. All registered students are also entitled to use the Main Library. Registration must be done at the Circulation Desk at the Main Library.

Closing

25. A bell is rung fifteen (15) minutes before closing. All transactions cease fifteen (15) minutes before closing time.
 - a. The Library is provided exclusively for the purpose of academic study and research. Any conduct inconsistent with this purpose or detrimental to its pursuit by others shall constitute a breach of the rules.

- b. All library users must be prepared to present current identification cards entitling them to use the Library and/or its special collections at any time when asked to do so by a member of the library or security staff.
- c. Silence shall be observed in the Library.
- d. No bags, briefcases, handbags, parcels or other receptacles may be brought inside the Library. They may be left in lockers provided outside the Library at a cost of two dollars (\$2.00) for every four hours. Locker keys can be obtained at the Circulation desk.
- e. Chairs and tables and other library equipment, fittings and furniture may not be marked, defaced or disarranged. Readers should not at any time use chairs or tables on which to place their feet.
- f. Neither food nor drink should be brought into the Library's service areas or consumed there
- g. Smoking is strictly forbidden throughout the Library's service areas.
- h. Books, periodicals, etc. taken from the shelves and used for work in the Library should be left on the tables after use and NOT be replaced on the shelves.
- i. All readers leaving the Library must show all books, periodicals, papers, etc. in their possession whether these belong to the University or not. Readers may also be required to open for inspection any receptacle carried out of the Library.
- j. The use of a cellular telephone is prohibited in the Library.
- k. The Librarian shall at all times have authority to maintain good order in the Library and may exclude from it or suspend from its use any reader who breaks these rules. The Librarian may report to the appropriate University authority any person responsible for serious or persistent breach of these rules; such conduct by any member of the University community shall be considered a breach of University discipline.

Theft and Mutilation

26. The wilful mutilation or defacement of library material, the illegal removal of books or other library material, the attempt to obtain library materials or gain access to library facilities by false pretences or forgery and/or the intentional misplacement of books in the Library, will be considered a major offence against the University, and any person who commits such an offence may be reported to the appropriate University authority for disciplinary action, which may include suspension or expulsion.
27. The Librarian may institute such operating rules and procedures in addition to the above as may be deemed necessary and appropriate for better library efficiency and service.

Certificate Programmes: Regulations Certificate in Education

Examination Procedures

The School uses a letter grade system for each assignment/course. The scale may be interpreted as shown in the table below.

GRADES RANGE	PERCENTAGE POINTS	GRADE
A+	86+	4.3
A	70 - 85	4.0
A-	67-79	3.7
B+	63 - 66	3.3
B	60 - 62	3.0
B-	57 - 59	2.7
C+	53 - 56	2.3
C	50 - 52	2.0
C-	47 - 49	1.7
D+	43 - 46	1.3
D	40 - 42	1.0
E	35- 39	0
F	0 - 34	

Scheme of Examinations

- The Certificate in the Art and Science of Coaching will be awarded to candidates who:
 - have achieved a satisfactory standard in the theoretical aspects of the programme; and
 - have performed satisfactorily in the practice of coaching and/or
 - have submitted satisfactory studies where these are required
- The Certificate may be awarded with a mark of Distinction
- A candidate may be referred in at most two of the theoretical and practical components of the programme, but a candidate failing to reach a satisfactory standard in both components would be listed as having failed
- A candidate who has been referred may apply for re-examination on not more than two subsequent attempts within five years of first sitting the examination

Theory

A student's knowledge of the theoretical aspects of the study of sport and physical education and its implications shall be assessed on the basis of written essays, assignments and/or examinations as specified for individual courses.

- To obtain a pass mark, a student must gain a grade of at least 'D' in each of the requirements

- The grade for any piece of required written work shall be arrived at in the first place by consensus between two examiners or, in cases where consensus between examiners or, in cases where consensus cannot be arrived at, by finding the median of the grades recommended by the examiners
- A required written submission shall be assessed in accordance with the guidelines set out in the student handbook
- Where written requirement submitted by a student is awarded a grade 'E' it shall be returned to the student for improvement. Such a submission may be resubmitted by a set date and if it is then satisfactory the student will be credited with a grade 'D'.
- A candidate who has been referred in a written requirement shall be re-examined and passes, he shall be allowed to graduate in November or December of the Semester I following his referral.
- If a referred candidate is re-examined after that time, he shall be deemed to have failed in the year of his/her referral.
- A candidate failing to submit a paper by the due date shall be deemed to have failed unless the Board of Examiners approve a late submission or resubmission after August 31 would not permit the candidate to be re-examined until normal examination date in the next academic year.
- Any required written submission with unsatisfactory features of presentation e.g. with respect to its title page, preface or abstract, acknowledgements, table of contents, figures and illustrations, references, bibliography, appendices, shall be returned to the student for correction, regardless of the agreed grade recommended for it, and will not be finally accepted until those features are satisfactorily amended.
- All recommended grades by readers or assessors shall be subject to confirmation in the first place by the Campus Board of Examiners and finally by the Faculty Moderators and Faculty Board of Examiners.
- Regulations on failure are contained in the Faculty Brochure. Students are instructed to consult these.

Practice

A student's competence in the area of specialisation shall be assessed on the basis of continuous assessment.

- To obtain a pass a student must gain a grade of at least 'D' in the overall assessment.
- A grade shall be arrived at in the first, by consensus between two or more examiners who have observed the student either together or separately on more than one occasion.
- Assessment shall be in accordance with the criteria set out in the guidelines of the Student' Handbook.

4. In cases where no consensus between examiners can be reached and where the examiners recommended grades are contiguous, the grade shall be recommended by the tutor.
5. It will be permissible for two examiners who cannot reach consensus to invite a third observer, (whether an examiner or not) to assist them in arriving at a decision of the St Augustine Campus Committee of the Board of Examiners.
6. In cases where no consensus can be reached, and where the examiners recommended grades are not contiguous a grade shall be arrived at by a decision of the St. Augustine Campus Committee of the Board of Examiners.
7. In any consideration of the award of grades the Board of Examiners shall give most weight to the tutor's special expertise, length of contact with and knowledge of the candidate, but the Board shall make the final decision of grades at its own discretion.
8. All grades are subject to the final confirmation by the Faculty Moderators and the Faculty Board of Examiners.

For Re-examination

Students who have been referred to complete the requirement for the award of the Certificate may apply for re-examination on not more than two occasions within a five year period from the year of the first examination

A person applying for re-examination will be required to re-register as a student of The University Academic Year. All applicants for re-examination must be addressed and sent to:

Deputy Dean (Student Affairs)
Office of the Dean
Faculty of Humanities & Education
The University of the West Indies
St. Augustine

For the award of the Certificate every component of the examination must be of sufficient quality to be graded at D, at least. Other general procedures for certificate programmes are:-

1. The recommended grade for each piece of written work shall be arrived at in the first place by consensus between two examiners; where consensus cannot be achieved, the final recommended grade shall be arrived at either:
 - (a) by finding the median between the two grades or
 - (b) by the intervention of a third examiner.
2. All recommended grades in written assignments are subject to confirmation by the Second Examiner and Faculty Board of Examiners.
3. The recommended grade for the Practicum shall be arrived at in the first place by consensus among two or more examiners who have observed the candidate's

practice, who have studied the relevant documentation, and who will be guided by the experience of the tutor.

4. The recommended grade for the Practicum is subject to confirmation by the Faculty Board of Examiners.
5. All pass lists are subject to confirmation by Senate.
6. Any required written submission with unsatisfactory features of presentation (e.g. its title page, abstract or preface, acknowledgements, table of contents, figures and illustrations, references, bibliography, appendices and language) shall be returned to the candidate for correction regardless of the agreed grade recommended for it, and will not be finally accepted until those features are satisfactorily amended.
7. A written requirement which merits a grade of E may be returned for improvement. If the candidate resubmits by a given date, within the same academic year, it shall be awarded the minimum passing grade if it is deemed to be satisfactory, and the candidate will be permitted to graduate in the first graduation following.
8. A written requirement which merits a grade of F cannot be re-examined in the same academic year, and the student will be required to re-register and to under-take a new topic.
9. In the event of unusual and extenuating circumstances, a candidate may apply for extension of time for submission of an assignment, addressing the application to the Co-ordinator of the relevant programme and supplying supporting evidence; medical certificates must be validated by the University Medical Officer.
10. In no other circumstances will a late assignment be accepted. The candidate must re-register according to the University regulations and be provided with a due date in the year of re-registration.
11. A candidate referred or failed in the Practicum is required to re-register under the Regulations.
12. Subject to the above, any candidate who presents himself or herself for re-examination, and is deemed to have achieved a satisfactory standard, will be awarded the minimum passing grade on the components which have been re-examined.
13. Applications for re-registration should be made by the beginning of October, and should be addressed to the:
Deputy Dean (Student Affairs)
Office of the Dean
Faculty of Humanities & Education
The University of the West Indies
St. Augustine.

Assessment by Coursework

Except where otherwise stated, assessment in the Certificate programme is by course work and examination. The practicum consists of 60% Coursework, Examination 40%. This facilitates, not only a valid assessment of the professional development of the candidate, but also formative feed-back and individualised tuition. The programmes all have an integrative approach to teaching and learning. Emphases are on the transfer of knowledge, skills and attitudes to the complex situations in local classrooms and on an analysis of current trends in educational thinking. Accordingly, the assessment procedures require candidates to adopt critical and problem-solving approaches. Graduates of the programmes are expected to be familiar with educational literature and to be able to engage in writing of an acceptable scholarly standard, as well as to have demonstrated their ability to translate theory into the practice of their profession.

Leave of Absence: See Faculty Regulations

Certificate in Education (Early Childhood Care and Development)

OVERALL OBJECTIVE

While there are other routes to the Bachelor of Education programme, the ECCD course will provide unique Early Childhood training experiences which are sought after in the Caribbean by Early Childhood practitioners and administrators. It will develop a cohort within the larger group of applicants into the B Ed, who will have an edge on their peers with strong School of Education philosophies on ECCE, extensive field work and practicum experiences not available in the B.Ed., leading to increased throughput rates and higher levels of performances for this cohort within the Bachelor's level Early Childhood Programme.

SPECIFIC AIMS AND OBJECTIVES

To provide at the introductory level, professional training which will speak to best practices and provide a cadre of budding Caribbean ECCE professionals who are well prepared to enter the Bachelor of Education Programme.

This programme is offered in two strains. The first is the original two years programme, whilst the second is an accelerated option which would allow students to complete the same programme in one year. The programme is designed to groom potential ECCE lecturers, researchers, para-professionals, teachers and administrators by exposing them to best practices and new methodologies at the School of Education's FDCRC, an international site for best practices, through an intense internship programme not offered in the Bachelor's programme.

STRUCTURE OF THE PROGRAMME

Students enrolled in the Certificate in Early Childhood Care and Development **two year programme** will pursue the following courses:

OPTION 1 – Two Year Programme

SEMESTER VI- YEAR 1

ECCD 0110 Foundations of Early Childhood Care and Development /Practicum

ECCD 0111 Growth and Development in Early Childhood: Development of Infants and Toddlers

SEMESTER II – YEAR 1

ECCD 0112 Attending to the Special Needs of Young Children

ECCD 0113 Learning in a Social Context

ECCD 0114 Engaging Children through the Project Approach/Practicum

SEMESTER I – YEAR 2

ECCD 0207 National Standards and Legislation for Early Childhood

ECCD 0208 Management and Budgeting for Success

SEMESTER II – YEAR 2

ECCD 0209 Leadership and Management of Children's Environment/Practicum

ECCD 0210 Technology and Administration in Early Childhood

ECCD 0211 Community Based Activities

STRUCTURE OF THE PROGRAMME

Students enrolled in the Certificate in Early Childhood Care and Development accelerated **one year programme** will pursue the following courses:

LETTER GRADE	PERCENTAGE POINTS	
A	86+	16
	76-85	14
	70-75	13
B+	68-69	10
	64-67	9
	60-63	7
B	58-59	6
	54-57	5
	50-53	4
C	48-49	3
	44-47	2
	40-43	1
D	35-39	0
E	0-34	0

OPTION 2 - One Year Programme (accelerated)

SEMESTER I - YEAR 1

ECCD 0110	Foundations of Early Childhood Care and Development /Practicum
ECCD 0111	Growth and Development in Early Childhood: Development of Infants and Toddlers
ECCD 0112	Attending to the Special Needs of Young Children
ECCD 0114	Engaging Children through the Project Approach/Practicum

SEMESTER II - YEAR 1

ECCD 0113	Learning in a Social Context
ECCD 0207	National Standards and Legislation for Early Childhood
ECCD 0208	Management and Budgeting for Success and Human Resource Management
ECCD 0210	Technology and Administration in Early Childhood Education

SEMESTER III - YEAR 1

ECCD 0209	Leadership and Management of Children's Environment/Practicum
ECCD 0211	Community Based Activities

QUALIFICATIONS FOR ADMISSION

To be eligible for admission to the programme applicants will be required to have:

- (a) five (5) GCE or CXC passes, one of which must be English. Mathematics is an asset;
- (b) a police certificate of character
- (c) a medical certificate of good health

DURATION OF PROGRAMME

This full-time evening programme will normally be completed either within one or two years. The programme will provide certification for principals, teachers, day care providers, and early childhood administrators who work with children under 5 years of age. It consists of 30 credits for contact hours and 227 hours of fieldwork completed either over a one or two-year period.

ECCD CERTIFICATE PROGRAMME GRADING SCHEME

Kindly note that students must obtain a minimum of a grade "C" in order to pass any course, this is in accordance with the ECCD Certificate Programme's grading scheme which differs from the general grading scheme used by the University. If the student has failed one component of the course he/she are allowed to re-submit a re-worked version of it and in the case of a failed practicum the student is required to repeat.

COURSE DESCRIPTION

LEVEL: I

SEMESTER: I

COURSE CODE: ECCD 0110

COURSE TITLE: FOUNDATIONS OF EARLY CHILDHOOD CARE AND DEVELOPMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: INTERNSHIP (2 WEEKS)

Students will review the socio-historical and cultural context of early childhood development and care in order to note diversity of ideas on development, learning, and teaching, and to understand current childhood education practices. The value of play and self-discovery based learning will be emphasized. Students will also examine a variety of early childhood services provided for children and families. Current child-rearing and child-care practices and the role of non-governmental organizations (NGOs) in Trinidad and Tobago will be examined.

These sessions are designed to provide an orientation toward a broad understanding of early childhood care and development, and practical fieldwork experience in different childcare settings. The student will have the opportunity to reflect and assess study skills and personality in relation to the profession of the early childhood educator. Students are encouraged to set goals for their professional growth and development in the academic year. This will be incorporated into the Practicum, which is to be completed at the FDCRC from 8:00 am – 3:00 pm.

ASSESSMENT

The aim of the assessment is to evaluate student's understanding of basic child development principles. Student's knowledge of related themes such as: the role of the adult in teaching and learning; delivering culturally appropriate [practice; and professionalism in this field of study will be assessed through group activities. Two group assignments will focus its assessment on the following: basic child development principles; student's understanding of socio-historical and cultural context of early education; knowledge of self, culture and values; management of young children's behaviours and knowledge of strategies and disposition necessary to interact with young children.

- Twenty percent (20%) of the final mark will be given for the **group assignments**.
- Twenty percent (20% of the final mark – **Practicum /Internship**
- Sixty percent (60%) – **the final paper**

LEVEL: I

SEMESTER: I

COURSE CODE: ECCD 0111

COURSE TITLE: GROWTH AND DEVELOPMENT OF INFANTS AND TODDLERS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: FIELDWORK

Students will be introduced to basic knowledge on the growth and development of children under three years of age. Developmental theories, observational techniques, and interpretation of data are explored. The diverse factors (cultural, intra-familial and extra-familial) that support or impede development are considered within the context of the Caribbean. Attention is also focused on observing home and nursery/childcare settings for infants and toddlers.

This course will introduce students to human growth and development from conception to age five. Topics to be covered include: definition of the related terms, social and cognitive theories of human development, heredity and the environment, prenatal development, birth and attendant experiences, growth and development in infancy and toddler-hood, social cognitive and motor development. It is hoped that students will develop a strong understanding of how experiences in integrated environments such as: the home; childcare settings; nurseries and pre-schools can impact the development of the young child.

- Forty percent (40%)- **course work**
- Sixty percent (60%) – **the final paper**

LEVEL: I

SEMESTER: II

COURSE CODE: ECCD 0112

COURSE TITLE: ATTENDING TO THE SPECIAL NEEDS OF YOUNG CHILDREN

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: FIELD WORK

Students will examine and focus on the characteristics and needs of children with different abilities such as: the gifted child; the physically challenged child with visual, hearing, and speech difficulties; as well as emotional and language delays. Curriculum adaptations will also be an integral part of this course.

CONTENT

- Introduction to types of special needs and differing abilities
- Identifying common attitudes toward children with special needs in local society
- Current legislation and rationale behind educating children with special needs
- Definition of giftedness
- Description of characteristics of the gifted child
- Physical challenges – visual impairment, hearing impairment

- Normal auditory behaviour
- Types of assistive technologies
- Communication problems and speech delays
- Key principles involved in meeting the special needs of the young child

ASSESSMENT

In-course assignments	20%
Fieldwork	20%
Final paper	60%

LEVEL: I

SEMESTER: II

COURSE CODE: ECCD 0113

COURSE TITLE: LEARNING IN A SOCIAL CONTEXT

NUMBER OF CREDITS: 3

PRE-REQUISITES: ECCD 0110 FOUNDATIONS OF ECCD

ADDED REQUIREMENT: INTERNSHIP (2 WEEKS)

CONTENT: Students will explore ways in which children learn and adults guide their learning in diverse social cultural and economic communities. Active learning and positive approaches to addressing different dimensions of cognitive and social activities will also be addressed. Additionally, the course will be applying knowledge of young children to help them learn in a manner that supports development of the whole child. Students will have the opportunity to study different aspects of the early childhood curricula and integrate activities into everyday practices. Small group demonstrations are required in the following areas:

- Music and movement
- Language and literacy
- Art and aesthetics
- Investigation and discovery (math and science)
- Physical development
- Computer-aided instruction (CAI)
- Social and emotional/spiritual development

This course will cover the intellectual and social development of children and the ways that teachers support development in their daily interactions with young children in diverse contexts. Topics will focus on encouraging young children to explain, experiment and question; thereby advancing language use and comprehension and building positive self-concept in the young child.

Students will be able to:

- experiment with developmentally appropriate practice
- define key elements of ECCE such as :play and active learning;
- apply theories and principles related to the social context of learning to planning for children's development;
- develop new skills such as clay construction; music and movement and storytelling.

ASSESSMENT

- Twenty percent (20%) of the final mark will be given for **the group assignment.**
- Twenty percent (20%) of the final mark – **Practicum**
- Sixty percent (60%) – **Final paper**

LEVEL: I

SEMESTER: II

COURSE CODE: ECCD 0114

COURSE TITLE: ENGAGING CHILDREN THROUGH THE PROJECT APPROACH

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: NONE

COURSE DESCRIPTION: Students will examine the various phases of the Project Approach. Through participation in the daily activities of the Family Development and Children's Research Centre, students will be given opportunities to reflect and assess their ability to interact meaningfully with children and adults in the environment; identify and practice modes of teaching and learning, and discuss new strategies for fulfilling the learning outcomes of the programme. Opportunities will be given to assess curriculum effectiveness, implement strategies related to the Project Approach and re-examine through self assessment their personal and professional growth.

CONTENT

- Traditional models of practice in the Caribbean
- Projects in Early Childhood Curriculum
- Definition of Project Work
- Theories that underpin The Project activity in Early Childhood Education
- Benefits of projects in the Early Years
- Reflections and discussions on topic of choice
- Getting started
- Project work with under fives
- Beginning a project
- Planning a project
- Practical exercises in Project work
- Opportunities and constraints of the Early Years,
- Selecting Project Topics,
- Anticipatory teacher planning

ASSESSMENT

Students are evaluated on their ability to discuss issues that guide The Project Approach with young children. Workshops are presented by students based on community work, field work and the practicum experience. Time is set aside for small group assignments and individual tasks. A Competency Rating Scale will be used to assess students' professional growth and development.

Coursework:	40%	Final Paper:	60%
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LEVEL: II

SEMESTER: I

COURSE CODE: ECCD 0207

COURSE TITLE: NATIONAL STANDARDS AND LEGISLATION FOR EARLY CHILDHOOD

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: NONE

COURSE DESCRIPTION: The course provides an introduction into International legislation and Standard Setting for infants, toddlers and Preschoolers. Discussion on Early Childhood quality delivery and standard setting in culturally specific environments will be the focus of the course. Topics will include global and cultural dimensions to assessment of young children in the Caribbean, and The National Standards Document for Early Childhood Centres in Trinidad and Tobago. Caribbean Standards and global standard setting. Students will be able to:

- discuss current trends in the field of Early Childhood Care and Development
- relate the macro-socio-economic environment to Early Childhood Development in Trinidad and Tobago
- articulate and explain the possible impact of regulations and standards in Early Education.

ASSESSMENT

In-course assignments	20%
Mid-term assessment	20%
Final paper	60%

LEVEL: II

SEMESTER: I

COURSE CODE: ECCD 0208

COURSE TITLE: MANAGEMENT AND BUDGETING FOR SUCCESS AND HUMAN RESOURCE MANAGEMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: NONE

COURSE DESCRIPTION: Students will review the fundamentals of sound business practices as they relate to operating a successful early childhood business. Emphasis will be on designing business plans, budgeting, insurance, effective business policies, contracts, tuition, marketing, purchasing, accounting, and record keeping. The course will cover the following topics: guidelines for managing a successful business. Presentation of job description, contracts. Budgeting / tuition. Presentation of budgets. Establishing policies and procedures. Business plans: insurance – general; national insurance. Purchasing policy –group presentation. Marketing strategies video, accounting practices, record keeping in the early childhood centre. Guidelines for operating a successful business. Presentation of job description, contracts. Budgeting / tuition. Presentation of budgets. Establishing policies and procedures. Business plans: insurance – general; national insurance. Purchasing policy group presentation. Marketing strategies video, accounting practices, record keeping in the early childhood centre.

Students will be able to:

- discuss the fundamentals of sound business practices
- design business plans
- relate effective business policies and documentation to successful management of ECCE Centres
- Identify successful ECCE management practices

COURSE ASSESSMENT

In-course assignments	20%
Mid –term assessment	20%
Final paper	60%

LEVEL: II

SEMESTER: II

COURSE CODE: ECCD 0209

COURSE TITLE: LEADERSHIP AND MANAGEMENT OF CHILDREN'S ENVIRONMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: ECCD 0113 LEARNING IN A SOCIAL CONTEXT

ADDED REQUIREMENT: INTERNSHIP (2 WEEKS)

CONTENT: Students will explore leadership and management of early childhood programmes with emphasis on planning, organizing, managing, evaluating programmes and facilities for children, customer relations, professional portfolios, motivating staff, staff selection, and the interview process. The function of programme development inclusive of philosophy, establishing the centre, organizing structures as it relates to boards of management and community-based programmes will also be explored.

The course will cover the following topics:

- definition of leadership
- qualities of a leader
- characteristics of quality management at an Early Childhood Institution.
- early Childhood facilities management
- administration and effective documentation
- effective human resource management
- the curriculum leader and effective management

ASSESSMENT

In-course assignments	20%
Mid –term assessment	20%
Final paper	60%

LEVEL: II

SEMESTER: II

COURSE CODE: ECCD 0210

COURSE TITLE: TECHNOLOGY AND ADMINISTRATION IN EARLY CHILDHOOD EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: NONE

This course will assist student teachers in developing skills and competencies that are essential for integrating technology into the delivery of a quality Early Childhood

Care and Development programme. They will be introduced to the use of computerized systems to effectively support the administrative operations of Early Childhood Centres (enrolment, registration, personnel files, cost of services, maintenance, etc.).

CONTENT:

- Introduction and discussions about technology and administration in Early Childhood Care and Development programmes.
- Making the link between the types of technology used in Early Childhood Education and the types of technology used in Administration of Early Childhood Centres.
- The functions, advantages and disadvantages of both.
- Listing the types of forms used in the daily administration of the EC Centre
- Identifying types of documents forwarded to parents (letters, memos, newsletters, etc) at the ECCE Centre.
- The Early Childhood Budget.
- Presentation for Centre using Power Point.
- Discussion on software for Early Childhood Centres focusing on both administrative software (Childcare manager, EZ Care etc) and children software programmes for eg. Jumpstart and Edge, and assessing developmental appropriateness for young children as well as for the centre.

ASSESSMENT

In-course assignments	20%
Mid –term assessment	20%
Final paper	60%

LEVEL: II

SEMESTER: II

COURSE CODE: ECCD 0211

COURSE TITLE: COMMUNITY – BASED ACTIVITIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ADDED REQUIREMENT: FIELD WORK

Students will examine the nature of families, parenting practices, and relationships among parents, teachers, caregivers, and children. Community resources and their role in the learning process will also be explored. Poor, middle- and upper-income communities will be the focus of investigation and case study assignments.

CONTENT: Students will be exposed to basic knowledge of health and family as they relate to children under five years of age. Main topics covered relate to physiological development and nutrition, psychosocial biological interaction, and nutrient requirements. A case study of cultural practices on diet and eating habits of young children is required.

ASSESSMENT

In-course assignments	20%
Mid –term assessment	20%
Final paper	60%

Certificate in The Art and Science of Coaching

Rationale

There is a need both to improve the quality and increase the quantity and range of social opportunities to develop our youth through educational and other cultural activities. Faced by the threats of modern consumer type recreational pursuits and potentially harmful practices, the health and welfare of our society seem to be at risk.

Sport and physical education must be explored for furthering the integration, movement and fostering human development. It is against this background, primarily, that the Certificate in the Art and Science of Coaching was developed.

The certificate programme is available to those who may not possess the normal university requirements. They may also be taken by other applicants who do not wish to attempt a Degree in Education programme offered by the School of Education, but who are interested in acquiring expertise in an approved area that meets specific needs. The programme is part-time and is intended to take a generic perspective that will draw on and make the skills applicable to all coachable athletic-type sporting disciplines.

Target Groups

The programme is geared towards the upgrading of knowledge and skills of persons, locally and regionally, who are interested or already engaged in coaching at the following levels:

- National
- Clubs and Junior Leagues
- Schools
- Sport Officers
- Community Recreation Personnel

Entry Requirements

Applicants must have

- At least three (3) years coaching experience at Club, School or Community level or attached to an organisation as a Sports Officer
- Reached a standard of literacy equivalent to Form Five or equivalent standing

Certificate Requirements

The entire programme consists of nine (9) modules. Each module will be three (3) credits for a total of twenty-seven (27) credits.

Aims of the Programme:

The programme is designed to help coaches:

- Develop their understanding and skills generally and in specific sporting disciplines;
- Impart these understandings and skills to athletes in sporting disciplines;
- Raise the standards of performance of athletes and
- Share with others the philosophy of well-being through sport

The Structure of the Programme:

SEMESTER I – September - December

Course Code	Course Title	Credits
EDSP 4001	Human Anatomy and Physiology of Exercise	3
EDSP 4101	Diet and Performance	3
EDSP 4302	Theory and Practice of Coaching	3

SEMESTER II – January - May

Course Code	Course Title	Credits
EDSP 4102	Sports Officiating	3
EDSP 4201	Issues and Values in Sport and Physical Education	3
EDSP 4202	Sport Injuries: Prevention and Treatment	3

SEMESTER III – May - August

Course Code	Course Title	Credits
EDSP 4002	Measurement and Evaluation in Sports and Physical Education	3
EDSP 4401	Observation and Analysis of Human Performance	3
EDSP 4502	Practicum: Working with Athletes	3

COURSE DESCRIPTIONS

SEMESTER I:

COURSE CODE: EDSP 4001

COURSE TITLE: HUMAN ANATOMY AND PHYSIOLOGY OF EXERCISE

NUMBER OF CREDITS: 3

RATIONALE: It is essential that coaching personnel, in any form of athletics and games needing the use of the body, should be more than merely acquainted with the human body and the relationship of its parts to the total working of the healthy person. This knowledge is critical for healthy living and even, more so, for rigorous work and play. Students, thus, must be knowledgeable about the range and types of movement that the skeleton-muscular system can make, in order to train/educate the body, without subjecting it to unnecessary distress or injury.

Objectives

Students will:

1. Know the parts of the human body.
2. Understand the functions of the body parts and how they are interdependent.
3. Relate the understanding of the functions of the body parts to the physical movements required in games.
4. Learn how to impart the understandings related to the care of the body.
5. Describe the different types of articulation joints in the human body.
6. Identify and demonstrate understanding of the position, function and methods of action of the major human muscles.

- . Understand the structure and function of the nerves.

Content

The following topics will be covered:

- Structure of the human skeleton
- Identification of bone classification
- Joint articulation
- Position and function of major skeletal muscles
- Kinesiological analysis of a sporting movement to enable the student to demonstrate an ability to isolate the component phase of a movement.

Procedures

Lectures, group work, laboratory demonstrations, field demonstrations, etc.

ASSESSMENT

Assignment I	20%
Assignment II	20%
Final Written Examination	60%

SEMESTER: I

COURSE CODE: EDSP 4101

COURSE TITLE: DIET AND PERFORMANCE

NUMBER OF CREDITS: 3

RATIONALE: A continuous supply of energy is vital for sports performance. Coaches need to understand the impact that diet has on performance in both training and competition. It is essential, therefore, that they understand the relationship between nutrient intake and storage, energy metabolism and exercise performance.

Objectives

Students will:

1. Know the major food groups.
2. Understand the contribution of each food group to the maintenance and promotion of strength, growth and stamina.
3. Understand how to balance and vary diets to achieve different purposes.
4. Know the basic principles of food choices and preparation for the purposes of physical education and sporting activities.
5. Construct nutritionally sound dietary strategies in order to optimise sports performance and modify body composition.
6. Analyse sport performers' diets in order to make recommendations to meet the demands of their sport.

Content

The following topics will be covered:

- The basic principles of human nutrition with emphasis on weight control, muscle development and stamina.
- Dietary requirements for athletes.
- Fat carbohydrate and protein as fuel for muscular activity.
- Carbohydrate loading and race feeding as aids to endurance performance.

Procedures

Lectures, group work, laboratory demonstrations, field demonstrations, etc.

ASSESSMENT

Quiz I	25%
Quiz II	25%

Individual Assignment 15%

Group Assignment 35%

Analysis of an athlete's dietary habits making recommendations to modify their eating habits as appropriate.

SEMESTER: I

COURSE CODE: EDSP4302

COURSE TITLE: THEORY AND PRACTICE OF COACHING

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDSP 4302 - THEORY AND PRACTICE OF COACHING

RATIONALE: This course will provide coaches with an introduction to the range of concepts, theories and methods employed to understand the learning and performance of psychomotor skills in sport. It will also assist coaches in recognising that coaching in all sports goes beyond the technical requirements or rudimentary skills of the game. During this course students will have the opportunity to apply this knowledge within the practical context of their choice. Options may be chosen from team sports, aquatics or individual sports.

Objectives

Students will:

- Understand skill learning and performance.
- Use theory and research in motor learning to identify and solve problems encountered in the learning and coaching of motor skills.
- Identify individual differences which affect performance
- Identify some of the psychological factors underlying sport performance.
- Apply theory to practice.
- Critically evaluate the use of social psychology in coaching and learning situations.

Content

The following topics will be covered:

- Factors relevant to the sporting contest, namely, sensation and perception, reaction time and anticipation, cognitive processing and decision making.
- Lecturers will also examine skill development and ability, pre-instructional factors, instruction, practice, feedback, learning and memory.
- Examination will also be made of the individual differences that affect performance (personality, age, gender, etc)
- Factors influencing motivation.
- The impact of stress and anxiety on performance.
- The importance of goal setting.
- Group processes and how they affect the performance of the individual and the team.

Procedures

Lecturers, laboratory practicals/experiments, seminars, field demonstrations

ASSESSMENT

Assignment	20%
Presentation – theory	30%
Presentation – practical	20%
Workbook	30%

SEMESTER II:

COURSE CODE: EDSP4102

COURSE TITLE: SPORTS OFFICIATING

NUMBER OF CREDITS: 3

RATIONALE: Match controllers are an essential part of any sport competition. It is they who are responsible for ensuring fair play and interpreting and applying the rules of play and controlling participants' behaviour. It is important that coaches understand the demands and consequences of officiating.

Objectives

Students will:

1. Understand the need for well trained and physically fit officials.
2. Understand the role of the official.
3. Understand the importance of communication decisions.
4. Understand the basic laws of the major games/activities.
5. Discuss the psychological skills that aid official to reach their full potential.
6. Analyse the performance of officials.
7. Develop a code of conduct for officials.

Content

The following topics will be covered:

- The role of the official.
- Fitness and mental training for officials.
- Specific psychological skills as they pertain to officiating.
- Relaxation, concentration, imagery, confidence, communication and goal setting.
- Basic laws of the major sporting games/activities.

Procedures

Lectures, group work, laboratory and field observations

ASSESSMENT

Group presentation	30%
Group written report	10%
Individual presentation	40%
Code of Conduct	10%
Powerpoint	10%

SEMESTER II

COURSE CODE: EDSP 4201

COURSE TITLE: ISSUES AND VALUES IN SPORT AND PHYSICAL EDUCATION

NUMBER OF CREDITS: 3

RATIONALE: Coaches do not operate in a sporting vacuum. It is important, therefore, that they understand the social cultural, political, religious and economic contexts within which they will work. It is essential that they understand what sport is and what it means to its participants. Sports must be examined in a multi-disciplinary way to illustrate the complex issues of modern day sport.

Objectives

Students will:

1. Critically examine the meanings of sport.
2. Understand the holistic context of sport and coaching.
3. Examine value judgments and subjective views on sport.
4. Examine the ethics and values of sport.

5. Relate ideas, values, themes to their specific sporting discipline

Content

The following topics will be covered:

- Ethical issues concerning sporting behaviour.
- Attitudes to winning.
- Equal opportunities in sport and coaching.
- Drugs and sport.

Procedures

Lectures, student led seminars, group work

ASSESSMENT

Class presentation	10%
Written report	30%
Project scope	10%
Project delivery	20%
Individual project participation/assessment	30%

SEMESTER II

COURSE CODE: EDSP4202

COURSE TITLE: SPORT INJURIES: PREVENTION AND MANAGEMENT

NUMBER OF CREDITS: 3

RATIONALE: Injuries are common occurrence in sport and recreational activities. It is essential that persons involved in sport (athletes, coaches, administrators) understand the mechanism of injuries and methods of preventing, treating and managing injuries. The knowledge gained in this course can help persons to properly manage of injuries, thus protecting the lifelong health of the athlete while promoting the athletes' safe return to activity.

Objectives

Students will:

- Acquire the knowledge and skills to help sustain life, prevent further injury, reduce pain, and minimize the consequences of injury or sudden illness for the injured athlete.
- Acquire the knowledge to recognize situations that require the intervention of emergency medical personnel or sports medicine professionals.
- Acquire the knowledge to recognize unsafe sport related risks or undesirable environmental conditions and how to make good decisions on how to improve the personal safety of the athlete during activity.

Content

The following topics will be covered:

- Basic anatomy and physiology
- Injuries/Illness common to sport.
- Sport first aid.
- Injury Prevention & Rehabilitation.

Procedures

Lectures, group work, laboratory and practical field demonstrations.

ASSESSMENT

First Aid Kit:	15%
Scenarios:	10%
Paper:	20%
Exams:	65%

SEMESTER III

COURSE CODE: EDSP 4002

COURSE TITLE: MEASUREMENT AND EVALUATION IN HUMAN PERFORMANCE

NUMBER OF CREDITS: 3

RATIONALE: In sport, planning of each athlete's training is crucial in order to achieve optimum success. This planning has become much of a science over the last few decades. As a result of this planning, we have witnessed huge improvements in human performance. A major part of such planning of training is measurement and evaluation of athletic performance. This course seeks to provide the student with the tools necessary to create and implement an effective training programme to ensure success of athletes.

Objectives

Students will:

1. Understand the current system of measurement and evaluation of athletes in Trinidad and Tobago vs. more developed countries.
2. Identify and understand the components of physical fitness.
3. Describe the energy system used in all components of fitness.
4. Design and execute field tests to measure such components.
5. Be able to analyse an athletic position on a sport and design a battery of fitness test to measure and evaluate components specific to that position.
6. Design and implement training strategies to address deficits in each component.

Content

- This module would be divided into (10) teaching sessions, each comprising of three (3) hours each.
- The sessions are intended to follow a logical progression of measurement, evaluation and execution and thus it is strongly suggested that the individual attends all sessions.
- Course notes will be posted but this will not be a substitute for attendance at class as there will be a significant amount of practical work. Should a student miss a class it is his/her responsibility to review the information missed.
- All students must be present for all exams, both theoretical and practical. There will be no makeup exams/papers.
- A list of references will be available should the individual require further clarification on principles

Procedures

Lectures, group work, laboratory and practical field demonstrations

ASSESSMENT

Article reviews: 20%
Participation: 20%
Lab: 20%

Cumulative athlete assessment and programme design: 40%

SEMESTER: III

COURSE CODE: EDSP 4401

COURSE TITLE: OBSERVATION AND ANALYSIS OF HUMAN PERFORMANCE

NUMBER OF CREDITS: 3

RATIONALE: It is essential that coaches are able to observe and analyse performance if they are to help their athletes to improve. This also requires the ability to provide corrective feedback so that the necessary changes may be brought about

Objectives

Students will:

1. Understand the mechanical principles that underpin human movement.
2. Understand the need to devise simple frameworks for observation.
3. Analyse sporting skills and techniques.
4. Learn to provide feedback and improve performance.
5. Learn how to break down skills and techniques into simpler parts.

Content

The following activities will involve:

- The mechanical and anatomical analysis of human movement.
- Videotape analysis of skills, techniques and matches.

Procedures

Lectures, group work, laboratory and practical demonstrations

ASSESSMENTS

2 Group presentationon: 30%
1Written report: 30%
2 Individual assignments: 40%

SEMESTER: III

COURSE CODE: EDSP 4502

COURSE TITLE: PRACTICUM: WORKING WITH ATHLETES

NUMBER OF CREDITS: 3

RATIONALE: This course draws upon the previous coaching experiences of the student as a basis for further work in a specific coaching environment. Students will be brought into contact with a wide range of athletes in terms of ability, personality, motivation and other relevant social and emotional factors Coaches will be given practical opportunities to apply the knowledge and skills acquired from earlier courses, and in so doing, develop an appreciation of the importance of employing a variety of coaching styles and strategies for effective learning and successful performance.

Objectives

Students will:

1. Understand the basic skills and principles of the activity/game.
2. Apply their understandings in coaching the skills of the activities/game.
3. Organise and manage the coaching situation safely.
4. Manage the coaching session and maintain records of athlete's activities and performance.
5. Identify the need of performers.
6. Employ a range of coaching strategies appropriate to

- the age and ability of the performers.
7. Present coaching content in clear language and in a stimulating manner.
 8. Produce coherent coaching plans ensuring content and progression within the activity content.
 9. Reflect and evaluate the effectiveness of their planning and coaching.
 10. Submit a coaching log
 11. Use appropriate language and technology.
 12. Participate in careful and sustained observation.
 13. Maintain positive relationships with athletes and coaches.

Content

Within their specific coaching context, students will focus on the following:

- The coaching environment (how it is organised and managed).
- Athlete observation (student will analyse how athletes cope with tasks set, the levels of motivation and cooperation).
- Patterns of communication (students will focus on communication patterns both formal and informal. The range of question and answer techniques and skills will be analysed. A review of the use of availability technology in the coaching session).
- Micro coaching sessions.

Procedures

Lectures, group work, laboratory demonstrations, practical field demonstrations. Opportunities for observation, small and whole group coaching and self and peer evaluation would also be created. Students will also be created. Students will also be attached to a senior coach in the field for a portion of the semester.

ASSESSMENT

Coaching session plan	20%
Yearly planning instrument	30%
Coaching log	40%
Peer review / participation in practicals	10%

Diploma in Health Visiting

Health Visiting education is a planned goal-directed activity determined by the needs of clients, society and learners. It is built on the foundation of basic nursing and midwifery education. The health visiting student brings to the learning environment a range of personal and professional knowledge, skills, attitudes and experiences. The health visiting education programme builds on these attributes by preparing the student to deliver specialised health care to the client utilising principles of research, epidemiology, teaching, management, growth and development, and counselling. Learning is enhanced in an environment which facilitates critical thinking with the School of Education guiding the educational process. Evaluation is on-going in the health visiting education programme.

Objectives

1. Synthesise knowledge of sciences for the development of innovative health care plans and programmes
2. Examine critically, issues which affect health and health care of individuals, families and communities
3. Strengthen interpersonal, problem-solving, interviewing, counselling, research, management and teaching skills to enhance health promotion and maintenance activities.
4. Conduct health needs assessment of individuals, families and Communities.
5. Utilise the epidemiological approach to determine and monitor the health status of the individual, family and community.
6. Utilise the research process for the development of the practice of health visiting.
7. Exercise critical thinking and professional judgment in decision-making.
8. Collaborate with members of the multidisciplinary team and the client in health promotion and health care activities.
9. Use the problem-solving approach to manage client care and health visiting practice.
10. Maintain ethical, moral and legal obligations inherent in health visiting practice.
11. Demonstrate competence in health visiting practice.
12. Demonstrate leadership capabilities in mobilising resources to advance the practice of health visiting and achieve health gains.

COURSE LISTING

Development of the Individual

Number of Credits: 3 EACH

Semester

Course Code	Course Title
EDHV5001	Physiology (30 hrs)
EDPS5002	Psychology (30 hrs)
EDHV5003	Principles and Practice of Teaching (30 hrs)
EDEA5004	Principles and Practice of Management (30 hrs)

Individual in the Group

Number of Credits: 3 EACH

Semester

Course Code	Course Title
EDSO5101	Sociology (30 hrs)
EDRS5102	Research Methodology (30 hrs)

Social Policy

Number of Credits: 3 EACH

Semester

Course Code	Course Title
EDEA5201	Social History and Social Administration (30 hrs)
EDHV5202	Organisation of the Health Services in Trinidad & Tobago (30 hrs)

Social Aspects of Health and Disease

Number of Credits: 6 EACH

Semester

Course Code	Course Title
EDHV5010	Ecology and Environmental Health (60 hrs)
EDHV5020	Major Diseases and Conditions affecting Health (60 hrs)

Principles and Practice of Health Visiting

Number of Credits: 6 EACH

Semester

Course Code	Course Title
EDHV5030	Professional Aspects of Health Visiting (60 hrs)
EDHV 5040	Scope of Health Visiting and Areas of Practice (60 hrs)

Number of Credits: 3 EACH

Semester

Course Code	Course Title
EDHV 5301	Health Visiting Studies (30 hrs)

COURSE DESCRIPTIONS

LEVEL:

SEMESTER: I

COURSE CODE: EDHV 5001

COURSE TITLE: PHYSIOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course focuses on aspects of the biological sciences which are specifically related to human growth and development, at every stage of the life cycle. This knowledge is necessary for the health visitor to give anticipatory guidance. The objectives of the course are to help the participant to understand the factors which affect genetic inheritance and the current trends/possibilities for detection of genetic disorders; know selected genetic disorders affecting individuals and families; understand the elements of genetic counseling, his/her role and the role of specialist members of the team in genetic counseling; recognise the impact of pre-natal nutrition on human growth and development and the influence of socio-economic, cultural and dietary factors; understand the dietary habits of selected groups in Trinidad & Tobago and the role of several agencies in promoting community nutrition; recognise the various nutritionally related diseases/conditions in Trinidad & Tobago; to distinguish between the various anthropometric measurements for the assessment of nutritional status of individuals at any stage of the life cycle; to understand the meaning and principles of growth, development, and maturation; understand foetal development, particularly development of the sense organs, the causes and periods of risk, in relation to foetal sense organs abnormality; understand the methods to be used by the health visitor to detect sense organ defects in the infant, toddler and school-child; recognise the characteristics of the neonate in relation to positive reflexes; recognise the result of failure to achieve normal stages of development in the child 0-5 years; recognise the importance of play in the life of children; appreciate the inter-relationship of physical, social, intellectual and environmental aspects of child development; appreciate variations in normal growth and development in some children (0 - 5yrs)

ASSESSMENT

Final examination – 100%

LEVEL:

SEMESTER: I

COURSE CODE: EDPS 5002

COURSE TITLE: PSYCHOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course is intended to increase the participants' knowledge of the nature and scope of human behaviour, in relation to personal characteristics and the constant environmental stimulation that he is continually receiving. Man's ability to adjust his behaviour to his environment will be highlighted as a major component of health. The effects of mal-adjustment will be presented to

allow the participants to appreciate the difference in normal behaviour. The objectives of this course are to help the participant to know the meaning, purpose, main schools and types of psychology, and main psychological theories; understand the concepts and principles of psychological growth and development and the psychological tasks to be accomplished at every stage of development; understand the main theories of personality development, the factors that determine human personality and attitudes; appreciate the value and limitations of attitude and intelligence testing; know the basic psychological processes; understand theories of perception, motivation, learning and intelligence and the factors which motivate human behaviour; understand the various ways through which learning occurs and the complex nature of learning; appreciate the value and input of psychology for a deeper understanding of self and others; understand the meaning and principles of group dynamics, phases of the group process and the main types and characteristics of a group; and, recognise the effects of group interaction on the individual and vice versa.

ASSESSMENT

Final examination – 100%

LEVEL:

SEMESTER: I

COURSE CODE: EDHV 5003

COURSE TITLE: PRINCIPLES AND PRACTICE OF TEACHING

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course will improve the participants' teaching skills by increasing their knowledge of the concepts and principles upon which teaching is based. It will provide information for practical teaching and for the implementation of evaluation procedures both of the participant and his/her class. The objectives of this course are to help the participant to understand the concept of education, learning, and teaching and the role of psychology therein; discuss the differences between education, learning and teaching and the factors which may influence learning abilities; understand the various ways in which learning may take place; know the taxonomy of educational objectives; write educational objectives; recognise the positive attributes of an effective teacher; apply the concept and, principles of education, learning and teaching to plan for a unit of education; undertake a given number of teaching assignments in selected areas and use appropriate teaching aids for any selected topic.

ASSESSMENT

Teaching Practice in a clinic, school, or a selected group: 60%
Microteaching in the classroom: 40%

LEVEL:

SEMESTER: I

COURSE CODE: EDEA 5004

COURSE TITLE: PRINCIPLES AND PRACTICE OF MANAGEMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course emphasises the principles of management, which will facilitate the participant's understanding of administrative and supervisory functions in the area of his/her responsibility. The participant will be provided with opportunities to observe different leadership styles and the management of areas outside of the health services. The objectives of this course are to help the participant to know the main schools of management thought and the historical development of scientific management; understand basic concepts, principles, goals and systems approach to management; appreciate the complex nature of management; learn some theories and various styles of leadership; understand the functions and responsibilities of the supervisor, the purpose of the job description, and the process of recruitment and selection; know the problem-solving approach as applied to management; understand the communication process and the importance of effective communication as a management tool; understand the system for performance appraisal, staff discipline, and the grievance procedure; understand the need for staff development and the ways to achieve maximum performance from workers while maintaining a congenial atmosphere; know the role of worker organisations; recognise the value of human resources for the achievement of organisational goals; identify the various types of physical resources in a health unit and the procedures for budgeting, ordering, storing, issuing and controlling physical resources; understand the concepts and principles of managing time and work space; understand the purpose, value and methods of keeping records; write official letters, reports and proposals; and, manage a health unit for a selected period of time.

ASSESSMENT

An essay: 100%

LEVEL:

SEMESTER: I

COURSE CODE: EDSO 5101

COURSE TITLE: SOCIOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course studies the society, its structure, values and beliefs and relates them to health practices of the client. Learning experiences will focus on the Caribbean society and specific issues in Trinidad & Tobago. The objectives of this course are to help the participant to appreciate the importance of the subject of sociology and its relevance to their future role; examine basic concepts, main theories, language and terms used in the study of sociology; look at the development of social institutions in the Caribbean; understand the influence of class, culture, power and status, in relation to social position and mobility; understand the main social and political events which helped to structure the Caribbean society; examine the social characteristics of a population and the effects of population changes on the resources of Trinidad & Tobago; explore the effects of migration on family life and the community; understand the effects of social institutions, social stratification and population changes, on the provision and use of health care services in Trinidad & Tobago; appreciate the need to apply the knowledge of sociological concepts when interacting with individuals and families.

ASSESSMENT

Final examination: 100%

LEVEL:

SEMESTER: I

COURSE CODE: EDRS 5102

COURSE TITLE: RESEARCH METHODS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: The course content covers information which is basic to the understanding of research methods as a problem-solving technique used for the study of issues in the society. It introduces the concept of problem identification and solving through the techniques of sampling, data collection, analysis and presentation. The objectives of this course are to help the participant to understand basic statistical terms, concepts and formulae used in research; understand the elements of the research process, types of research design, data gathering tools and techniques; processing data; interpret research findings in selected professional literature; apply research techniques to epidemiology, neighbourhood and family studies; appreciate the need for researching health problems; and, recognise the value of initiating his/her own research project.

ASSESSMENT

Project: 100%

LEVEL:

SEMESTER: I

COURSE CODE: EDEA 5201

**COURSE TITLE: SOCIAL HISTORY AND
SOCIAL ADMINISTRATION**

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: The course introduces the participant to social policy, as it addresses the development of social history and the influence of non-governmental organisations on this development in Trinidad & Tobago. The role of central and local government in this respect will also be presented. The objectives of this course are to introduce the student to the subject of social policy and social administration; provide an historical base for the study of social policy in Trinidad & Tobago; examine the development of social policy in key areas, e.g. housing, welfare, health, against the social/ historical background of research findings and the impact of technological change and changing social attitudes towards needs, expectations and attitudes; help the participant to appreciate the role and function of non-governmental organisations in the development of social policy in Trinidad & Tobago.

ASSESSMENT

Project: 60% Essay: 40%

LEVEL:

SEMESTER: I

COURSE CODE: EDHV 5202

**COURSE TITLE: ORGANISATION OF HEALTH SERVICES IN
TRINIDAD & TOBAGO**

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course describes the organisation, role and function of health and social services in Trinidad & Tobago. The influence of international, regional and local health-related organisations will also be highlighted. The laws pertaining to the provision of health and social services in Trinidad & Tobago will be addressed. The objectives of this course are to help the participant to understand the organisation of the health services in Trinidad & Tobago, his/her role, and the role of other members of the health team; recognise role and function of the health visitor; appreciate the influence of international and regional organisations on the development and provision of health services in Trinidad & Tobago; and, become familiar with pertinent laws which govern the provision of health services in Trinidad & Tobago.

ASSESSMENT

Project: 60% Multiple Choice Questions: 40%

LEVEL:

SEMESTER: II

COURSE CODE: EDHV 5010

COURSE TITLE: ECOLOGY AND ENVIRONMENTAL HEALTH

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: This course introduces the participant to the wider concept of the environment, including concepts of ecology and biosphere. It facilitates an in-depth understanding of man's ability to control his environment and the importance of maintaining a healthy environment. The major agencies and organisations which are responsible for the promotion and maintenance of health will be described. The objectives of this course are to help the participant to understanding the meaning of ecology, ecosystem, environment, and biosphere; know the ecological classification of organisms; appreciate the complexity of life forms and their role in maintaining homeostasis in the biosphere; understand the interrelationship of man with his total environment; understand the concept of health, environmental health and the major determinants for maintaining a healthy environment; understand the contribution of clean air, adequate nutrition, safe housing, pure water supply and other essential services, in promoting and maintaining human health; recognise responsibilities of individuals, families and major agencies/organisations in promoting and maintaining environmental health; know concepts related to primary health care, community mental health, occupational health and safety; and, recognise policies, laws, and strategies which are available for promoting and maintaining community mental health and occupational health and safety.

ASSESSMENT

Project: 60% Multiple Choice Questions: 40%

LEVEL:

SEMESTER: II

COURSE CODE: EDHV 5020

COURSE TITLE: MAJOR DISEASES AND CONDITIONS AFFECTING HEALTH

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: In Trinidad & Tobago the health visitor is required to assist the health team in the prevention and control of communicable and non-communicable diseases and conditions, although his/her main responsibility lies in the area of health promotion and maintenance. Participants will be introduced to the study of epidemiology which forms the basis for disease surveillance. The objectives of this course are to help the participant become familiar with the various sources from which health data and information may be obtained; know the international classification of diseases; understand the disease process and outcome; recognise those diseases in Trinidad & Tobago against which immunisations are available, especially the childhood diseases; understand principles,

methods/procedures of immunisation; appreciate the importance of maintaining the "Cold Chain"; understand levels of prevention; understand the meaning, principles, purpose and scope of epidemiology; know epidemiological variables of importance in investigating a disease/condition; recognise the various kinds of epidemiological studies, and limitations in their uses; apply information from the research course with the principles and methods of epidemiology; know the major diseases, communicable, non-communicable, which affect the Trinidad & Tobago population; understand important anthropoid-borne and helminthic diseases in disabling and handicapping conditions in Trinidad & Tobago, their prevention and control; appreciate the effect of stress on individuals and families resulting from disease and disabling conditions; and, recognise the impact of disease and handicaps on personal and national development.

ASSESSMENT

Project: 60% Multiple Choice Questions: 40%

LEVEL:

SEMESTER: I

COURSE CODE: EDHV 5030

COURSE TITLE: PROFESSIONAL ASPECTS OF HEALTH VISITING

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: In this course the concepts, philosophy and principles upon which health visiting in Trinidad & Tobago is based, will be examined. The origin and development of health visiting at international, regional and national levels will be addressed. Issues for which ethical decisions are required will be critically examined.

The objectives of this course are to help the participant to understand the concepts, philosophy and principles of health visiting; recognise the major historical development/developmental mileposts of health visiting in England and its impact on health visiting at regional and national levels; appreciate the contribution made by local pioneers and/or pioneer groups to the development of health visiting in Trinidad & Tobago; identify national and local policies/strategies which may change the direction of health visiting in Trinidad & Tobago; recognise philosophical concepts as they relate to ethical behaviour; interpret the International Council of Nurses Code of Ethics in context of the Code of Ethics for Nurses in Trinidad & Tobago; identify circumstances which have legal implications in the context of health visiting; recognise the relevance of documentation; recognise the role of Professional Nursing Organisations in Trinidad & Tobago in monitoring and maintaining ethical behaviour of its members; and, appreciate the importance of active participation in Professional Nursing Organisation(s).

ASSESSMENT

Final examination: 100%

LEVEL:

SEMESTER: I

COURSE CODE: EDHV 5040

COURSE TITLE: SCOPE OF HEALTH VISITING - AREA OF PRACTICE

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: This course offers opportunities for the participant to apply close and conscious integration of concepts and principles which are taught in other areas of the programme to clinical situations. Utilising the four family groupings, specifically, actual/potential, family-related problems of physiological, psycho-social, environmental or lifestyle in origin, will be highlighted.

Objectives: To help the participant to identify health visiting priorities taking into consideration policies of the Ministry of Health and the organisation in which he/she functions; establish and maintain appropriate interpersonal relationships with individuals, families and other community groups and members of the health team; perform accurate health assessment of individuals at any stage of the life-cycle to determine a base from which health promotion/maintenance activities may begin; refer to the appropriate health care provider any situation/condition which falls outside the realm of health visiting practice; follow-up individuals/families who have been referred to determine further health needs; plan care with individuals /families keeping in mind medical or other prescriptions; arrange for the provision of care for individuals/families and/or undertake such care as required; initiate evaluative discussions about plans, progress, or other health concerns of individuals/families keeping within the context of confidentiality; manage effectively and efficiently human resources, paperwork, time and other physical resources of a selected health centre for a specified period; conduct all clinics held in a named health centre for a specified period; perform school health assessment, give immunisation and keep related records of a specified number of school children; visit a number of "at-risk" families and continue prescribed care; propose a planned educational programme for a specific health problem in a district; undertake a selected number of teaching sessions in selected areas; and, select appropriate learning opportunities for the education of various categories of nursing and other students.

ASSESSMENT

- | | |
|-----------------------|-----|
| i. Clinic Management: | 50% |
| ii. Home Visit: | 25% |
| iii. Family Study: | 25% |

LEVEL:

SEMESTER: I

COURSE CODE: EDHV 5301

COURSE TITLE: HEALTH VISITING STUDIES

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course is designed to develop in the learner the skills of health visiting through the application of the Nursing Process to selected studies. Various models of care will be examined in order to determine appropriate approaches which may be applied to situations in health visiting. Two types of health visiting studies will be explored in preparation for the participant's involvement in practical assignments. The objectives of this course are to help the participant understand the components of the nursing process and various models of care which may be used in health visiting practice; apply concepts and principles from the nursing process and selected models of care to assess, plan for, implement and evaluate care for individuals and families at any stage of the life cycle; apply a scientific method at every phase of health visiting practice; incorporate the principles of individual and community participation in planning care for individuals and families; distinguish between the various types of health visiting studies; analyse the purpose of, and the steps to be followed, in conducting health visiting studies; compare and contrast principles and concepts from research methods and epidemiology courses with principles for conducting health visiting studies; design suitable questionnaires for use in data collection for neighbourhood and family studies; adhere to guidelines for conducting home visits; and, discuss the value of health visiting studies; and, utilise concepts and principles to prepare a selected project.

ASSESSMENT

- | | |
|------------------------|-----|
| Neighbourhood Profile: | 50% |
| Case Study | 50% |

Bachelor of Education Primary (General)

PROGRAMME SUMMARY

The School of Education has designed a “new” B.Ed. programme. The B.Ed. degree is a professional degree which is normally intended for practitioners in the field of education. Its main thrust is towards the holistic development of reflexive professionals who are sensitive to the need to combine caring and advocacy with school and classroom management skills, effective leadership, and information and communication technology in creating appropriate learning opportunities for their students.

This B.Ed. Primary (General) programme is designed as a general programme (and not a specialist one) to meet the recent Ministry of Education requirement that **ALL** new primary school teachers must have a B.Ed. degree. Spanish was recently added to the primary school curriculum by the Ministry of Education and the re-organized B.Ed. degree makes provision for teacher preparation in this subject as well.

60% of the courses will be offered fully online and the remainder will be offered through a mix of face-to-face and online modes. Further, the programme offers flexible modes of entry, particularly for a previously untapped population – the untrained teacher.

The criteria for admission allow for the following levels of entry:

1. Practising teachers who hold a Teachers’ College Diploma who:
 - Will receive exemption from all but 3 Level 1 courses
 - Will be required to secure a total of 72 credits
 - Can complete the programme in two years, including the third trimester in each year
2. Untrained teachers in the primary school who hold 5 CSEC and 2 CAPE (or, A Level) passes and who will pursue a full 3-year degree consisting of 93 credits.
3. Candidates who do not possess full University matriculation requirements who will be interviewed and considered on a case by case basis, taking into account (i) seniority, (ii) portfolio of work and professional courses taken, and (iii) their estimation of themselves as teachers committed to the good of children,.

PROFESSIONAL AND CONTENT COURSES COURSE LISTING

Key: *Online

** Blended

A. THOSE ENTERING AS UNTRAINED TEACHERS (93 CREDITS)

LEVEL 1

Course Code	Course Title	Credits
EDEA 1410	School and Classroom Management *	6
EDRS 1402	School and Classroom Research *	3
EDFA 1401	Schooling, Social and Personal Development *	3
EDTL 1720	Instructional Design *	3
EDLA 1180	Developing Literacy Ability *	6
EDMA 1901	Teaching Mathematics at the Primary Level **	3
EDMA 1721	Mathematics Appreciation *	3
EDFL 1001	Introduction to Foreign Language Teaching **	3

UNIVERSITY FOUNDATIONS COURSES

FOUN 1001	English for Academic Courses **	3
FOUN 1101	Caribbean Civilization **	3
FOUN 1201	Science, Medicine & Technology in Society **	3

(Sub Total = 39 credits)

LEVEL 2

Course Code	Course Title	Credits
EDCU 2013	Introduction to Curriculum *	3
EDME 2006	Classroom Testing & Evaluation *	3
EDSC 2221	Mathematics for Teaching Science **	3
EDEA 2119	Laws & Ethics I **	3
EDSS 2219	Gender, Kinship, Ethnicity & Social Class **	3
EDLA 2113	The Teaching of Literature *	3
EDSS 2906	Teaching Geographical Skills **	3
EDLA 2104	Teaching Language Arts in the Primary School*	3
EDFL 2001	Foreign Language Teaching Methodology **	3

(Sub Total = 27 credits)

LEVEL 3

Course Code	Course Title	Credits
EDTK 3202	Use of Media and Production of Educational Material *	3
	Theory and Practice of Teaching **	6
EDTL 3701	Diagnosis & Remediation: Reading, Writing and Mathematics at the Primary Level *	3
EDFA 3201	Challenge of Human Development *	3
THEA 3301	Educative Theatre*	3
EDSC 3418	Science Teaching in the Primary School **	6
EDMA 3902	Trends and Issues in Mathematics Education **	3

(Sub Total = 27 credits)

TOTAL = 93 Credits

B. THOSE ENTERING WITH THE TEACHERS' DIPLOMA (72 CREDITS)
(21 credit exemption)

LEVEL 1

Course Code	Course Title	Credits
EDRS 1402	School and Classroom Research *	3
EDTL 1720	Instructional Design *	3
EDFL 1001	Introduction to Foreign Language Teaching **	3

UNIVERSITY FOUNDATIONS COURSES

FOUN 1001	English for Academic Courses **	3
FOUN 1101	Caribbean Civilization**	3
FOUN 1201	Science, Medicine & Technology in Society **	3

(Sub Total = 18 credits)

LEVEL 2

Course Code	Course Title	Credits
EDCU 2013	Introduction to Curriculum *	3
EDME 2006	Classroom Testing & Evaluation *	3
EDSC 2221	Mathematics for Teaching Science **	3
EDEA 2119	Laws & Ethics I **	3
EDSS 2219	Gender, Kinship, Ethnicity & Social Class **	3
EDLA 2113	The Teaching of Literature *	3
EDSS 2906	Teaching Geographical Skills **	3
EDLA 2104	Teaching Language Arts in the Primary School *	3
EDFL 2001	Foreign Language Teaching Methodology **	3

(Sub Total = 27 credits)

LEVEL 3

Course Code	Course Title	Credits
EDTK 3202	Use of Media and Production of Educational Materials *	3
EDEA 3879	Field Study *	6
EDTL 3701	Diagnosis & Remediation: Reading, Writing and Mathematics at the Primary Level *	3
EDFA 3201	Challenge of Human Development *	3
THEA 3301	Educative Theatre *	3
EDSC 3418	Science Teaching in the Primary School **	6
EDMA 3902	Trends and Issues in Mathematics Education **	3

(Sub Total = 27 credits)

TOTAL = 72 Credits

COURSE DESCRIPTIONS

LEVEL: I

SEMESTER: I

COURSE CODE: EDFL 1001

COURSE TITLE: INTRODUCTION TO FOREIGN LANGUAGE TEACHING

NUMBER OF CREDITS: 3

PREREQUISITE: CSEC SPANISH

COURSE DESCRIPTION: This course is founded on the belief that core essential understandings of Foreign Language teaching and learning issues help the teacher to plan and implement an FL curriculum that is dynamic and effective. It provides participants with an understanding of the background to FL teaching in Trinidad and Tobago, and internationally. It looks at earlier attempts at FL teaching at the primary level and the challenges faced, with a view to overcoming potential obstacles in the existing school system. The course introduces students to fundamental concepts of language acquisition, including local language issues such as the difference between 2nd language and foreign language. Participants will be given the opportunity to reflect on both the FL teacher and learner experiences and to explore the relationship between language and culture.

The course is organized according to 8 thematic units which are presented chronologically. Each unit provides foundational understanding and/or skills in a cyclical model. Autonomous learning, peer collaboration and guided research are encouraged. The assessment is research-oriented, with an emphasis on analysis and application. It consists of two written reports and a group presentation. This course utilizes a blended mode of delivery.

ASSESSMENT:

All assessment will consist of coursework. There is no final exam.

Assignments – Not for credit

The non-credit assignments are designed to help students prepare for constructive and meaningful sessions and to ensure that they are engaging in reflection during the course.

- Assignments for all 8 units are designed as preparation for each session: assignments will include pre-reading requirements for sessions; responding in writing to questions; filling out questionnaires; and journal writing;
- Essential pre-readings must also be completed before the designated sessions as outlined in the Course Calendar.

Assignments – For Credit

- A research report (30%) on primary school FL programmes. 1500 words. (Due at the end of Week 4)
- A written assignment (30%) which will require the participant to critically assess models of teaching Spanish at the primary level. 2500 words. (Due at the end of Week 9)
- A group presentation (40%) of a project to design and justify a Spanish programme approach proposal pertinent to their teaching context. (Due for Session 13).
 - Oral presentation - 25%. (Group mark)

- Written and graphic version of presentation (not a duplicate of oral presentation) (15%). This will be a group mark.

EVALUATION

Formative:

The course will be evaluated formatively through analysis of feedback from students on their learning experiences.

Summative:

In addition to the informal evaluation as the course progresses, a summative evaluation will be conducted at the end of the course using questionnaires.

LEVEL: II

SEMESTER: II

COURSE CODE: EDFL 2001

COURSE TITLE: FOREIGN LANGUAGE TEACHING

METHODOLOGY

NUMBER OF CREDITS: 3

PREREQUISITE: CSEC SPANISH OR EQUIVALENT, AND EDFL1001 (INTRODUCTION TO FOREIGN LANGUAGE TEACHING).

COURSE DESCRIPTION: Apart from exposing participants to essential theories of FL curriculum planning and approaches to teaching FL, this course engages them in practical experiences with current approaches, strategies and resources in FL teaching and learning. It provides participants with simultaneous learning and hands-on experience of dealing with the teaching of Spanish as a FL in the primary school classroom. It takes into consideration the actual Spanish language skills of the participants and works hand in hand with the required Spanish Language content.

The course employs a blended modality and encourages discussion, reflection and analysis, peer collaboration and guided reading. It is based on an applied approach to theory and therefore emphasizes implementation in the classroom. Some assignments are not for credit and are essential tasks for the successful completion of each session. The assignments for credit include class presentations, teaching practice, peer critique of practice and, the submission of a portfolio.

ASSESSMENT

(A) Assignments not for credit

- Pre-reading assignments for all 8 units are meant to be preparation for each session.
- Included also are the following: responding in writing to questions; filling out of questionnaires; journal writing; lesson and unit planning; and, preparation for micro-teaching.
- Due Dates:
 - At least 6 Journal items (Reflective response to Issues) to be submitted online between Weeks 2 and 11.
 - Assignment on Creating Unit and Lesson Plans (Due Week 11)

(B) Assignments for credit

- Mini in-class presentations (on topics to be assigned e.g. description of FL approaches, components of CLT, integration of linguistic skills). 20%. (Due Week 6)

- Teaching Practice and Peer critique (either in class, simulated or electronically recorded). 40%. (To be completed between Weeks 10 and 11).
- Portfolio (Unit and Lesson Plans, teaching materials, evidence of professional team work, journal entries). 40%. (Due Week 13)

LEVEL:

SEMESTER: I/II

COURSE CODE: EDTP 3001

COURSE TITLE: THEORY AND PRACTICE OF TEACHING

NUMBER OF CREDITS: 6

PREREQUISITE: NONE

COURSE RATIONALE: This course is offered by the School of Education, Faculty of Humanities and Education, St. Augustine. This course is a new practicum component in the Bachelor of Education programme designed for teachers who do not possess the Teachers' College diploma. There are some teachers in the Primary school system who are functioning as classroom teachers without professional teacher certification. The course is designed to fit the needs of this group, and to draw on their experiences as practising teachers in classrooms. The course sets out over two semesters to expose the participants to a range of subject matter and competencies required of beginning teachers. Semester 1 concentrates on theoretical understandings of subject matter and competencies required for teaching and learning while Semester 2 concentrates on supervised practice in classrooms.

COURSE DESCRIPTION: In the first semester the course seeks to cover all the basic teaching competencies such as unit planning, lesson planning, classroom management and questioning skills. Subject matter understanding is also covered in the first semester. Semester 2 is classroom-based. This involves supervised teaching in the classroom under the guidance of external supervisors. Assessment in this course will be done through the use of portfolios and observation of teaching practice.

PRE-ENTRY REQUIREMENT: (This is an opportunity for the practicum supervisors to gather data about applicant's level of skill, knowledge and experience as a classroom teacher)

- Production of an entry portfolio
- The entry portfolio gives the students the opportunity to showcase their abilities as practising teachers. This portfolio is intended to stimulate reflection and growth, and should:
 - give an idea of their teaching experience
 - provide evidence of what they have learnt (items/pieces of work should be included)
 - indicate any training in which they have been involved
 - provide testimonials from stakeholders (for example, recommendation from principal and testimonials from peers)
 - include an autobiography that explains their teaching career so far
 - provide insight into how they hope to develop as teachers

- include a self-improvement plan
- give reasons for choosing teaching as a career

ASSESSMENT

Coursework (100%)

Assessment Methods:

1. E-folio: 40%

- Introduction – 5%
- Unit and lesson plans for five subject areas of the school curriculum (Mathematics, Language Arts and any other three subjects) 15 %
- Five examples of teaching learning resources from different subject areas used in classroom teaching 10 %
- Five examples of assessment strategies used in classroom teaching (traditional and alternative approaches) 5 %
- Reflective summary 5%

2. Teaching practice: 60%, which will be allocated as follows:

(In the first semester there will be two formative teaching observation visits. Summative assessment will take place in the second semester as detailed below).

- First summative assessment 15%
- Second summative assessment 20%
- Third summative assessment 25%

Bachelor of Education Primary (Specializations)

The Bachelor of Education Primary (Specialization) degree is a professional degree, which is normally intended for practitioners in the field of education. Its main thrust is towards the holistic development of reflexive professionals who are sensitive to the need to combine caring and advocacy with school and classroom management skills, leadership, and information communication technology.

Candidates may pursue a major in either of two (2) options: Early Childhood Care and Education (ECCE) OR Primary Education. Areas of specialisation within the Primary option are: Educational Administration, Language Arts, Mathematics, Science, Social Studies.

The major will be comprised of a compulsory core and professional and content courses as follows:

BEd Early Childhood Care and Education

- | | |
|-------------------------------------|------------|
| 1. Compulsory Core | 51 credits |
| 2. Professional and Content Courses | 39 credits |

BEd Primary (Educational Administration)

- | | |
|-------------------------------------|------------|
| 1. Compulsory Core | 57 credits |
| 2. Professional and Content Courses | 33 credits |

BEd Primary (Language Arts)

- | | |
|-------------------------------------|------------|
| 1. Compulsory Core | 60 credits |
| 2. Professional and Content Courses | 30 credits |

BEd Primary (Mathematics)

- | | |
|-------------------------------------|------------|
| 1. Compulsory Core | 60 credits |
| 2. Professional and Content Courses | 31 credits |

BEd Primary (Science)

- | | |
|-------------------------------------|------------|
| 1. Compulsory Core | 57 credits |
| 2. Professional and Content Courses | 33 credits |

BEd Primary (Social Studies)

- | | |
|-------------------------------------|------------|
| 1. Compulsory Core | 60 credits |
| 2. Professional and Content Courses | 30 credits |

The Bachelor of Education degree in the selected major (and in the case of the Primary option, with the area of specialisation) will be awarded to persons who have satisfactorily completed the programme of study as prescribed above.

Cross-Faculty Courses

1. Students must choose Cross-Faculty Courses which are in line with their Professional Specialisation. Please consult your Advisor at the School of Education.
2. Final year (Level III) students cannot choose Year I Cross-Faculty Courses except in programmes where Level I courses have been approved for Level II/III credits.
3. Cross-Faculty Courses can be chosen from those offered by the Faculties of the Humanities and Education, Natural Sciences and/or Social Sciences.

BACHELOR OF EDUCATION - COMPULSORY CORE COURSES - COURSE LISTING

LEVEL I

SEMESTER I

Course Code	Course Title	Credits
FOUN 1001	English for Academic Purposes	3
FOUN 1101	Caribbean Civilisations	3
FOUN 1210	Science, Medicine and Technology in Society	3
EDFA 1401	Schooling, Personal and Social Development	3
EDRS 1402	School and Classroom Research	3
EDEA 1410	School and Classroom Management	6
EDTL 1720	Instructional Design I	3
EDMA 1721	Mathematics Appreciation (BEd Primary option only)	3

N.B: While University compulsory foundation courses FOUN 1001, (FD10A), FOUN 1101 (FD11A) and FOUN 1210 (FD12A) may be done as student's personal time-tabling allows in any year of the programme, these courses must all be successfully completed before the Bachelor of Education degree is awarded.

**LEVEL II
SEMESTER**

Course Code	Course Title	Credits
EDFA 2401	Cultural Diversity, Citizenship and Schooling I	3
EDFA 2402	Cultural Diversity, Citizenship and Schooling II	3
EDCU 2013	Introduction to Curriculum Studies	3
EDME 2006	Classroom Testing and Evaluation – Basic	3

**LEVEL III
SEMESTER**

Course Code	Course Title	Credits
EDFA 3201	The Challenge of Human Development	3
EDEA 3870	Field Study	6
EDTK 3202	Use of Media and Production of Educational Materials	3

BED PRIMARY OPTION ONLY:

EDTL 3701	Diagnosis and Remediation: Reading, Writing and Mathematics at the Primary Level	3
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Students enrolled in the **Mathematics, Language Arts and Social Studies options** must do BOTH:

THEA 3301	Theory and Practice of Educative Theatre	
AND		
GEND 2013	Caribbean Men and Masculinities	3

Students enrolled in the **Science, Educational Administration and Early Childhood Care and Education options** must do EITHER:

THEA 3301	Theory and Practice of Educative Theatre	
OR		
GEND 2013	Caribbean Men and Masculinities	

**BACHELOR OF EDUCATION - COMPULSORY
CORE COURSES - COURSE DESCRIPTIONS**

LEVEL: I

SEMESTER:

COURSE CODE: FOUN 1001

COURSE TITLE: ENGLISH FOR ACADEMIC PURPOSES

NUMBER OF CREDITS: 3

PRE-REQUISITES:

- CSEC (CXC)/GCE/BGCSE English Language Grade 1 (General Proficiency)
- GCE English Language: Distinction
- General Paper Grade A or B
- A Pass in the English Language Proficiency Test
- A Pass in FOUN 0000 - English as a Foreign Language (Intermediate)
- CAPE Communication Studies Grade I or II

COURSE DESCRIPTION: The aim of this course is to provide skills in comprehension, analysis and production of academic writing at tertiary level. There will be 24 contact hours. Classroom activity will be supplemented by a course book which provides self-directed instruction.

Content includes the following:

- Language in the Caribbean
- The Formal Essay
- Exposition
- Methods of Organising Information

Students must pass the final examination in order to qualify for an overall pass in the course.

LEVEL: I

SEMESTER:

COURSE CODE: FOUN 1101

COURSE TITLE: CARIBBEAN CIVILISATIONS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION:

1. To develop an awareness of the main process of cultural development in Caribbean societies, highlighting the factors, the problematics and the creative output that have fed the emergence of Caribbean identities.
2. To develop a perception of the Caribbean as wider than island nations or linguistic blocs.
3. To stimulate students' interest in, and commitment to Caribbean civilisation and to further their self-definition.

ASSESSMENT:

In-course test	40%
Final 2-hour examination:	60%

LEVEL: I

SEMESTER:

COURSE CODE: FOUN 1210

COURSE TITLE: SCIENCE, MEDICINE AND TECHNOLOGY IN SOCIETY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is offered in the distance mode. There are no lectures. However, there will be scheduled tutorials and a reading manual will be provided for the course. The evaluation of the course is by final examination only, consisting of three (3) questions to be answered in two (2) hours. Two questions will be of the essay type and one will be structured.

LEVEL: I

SEMESTER: I

COURSE CODE: EDFA 1401

COURSE TITLE: SCHOOLING, PERSONAL AND SOCIAL DEVELOPMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course offers an introduction to the psychological, philosophical, and sociological foundations of human knowledge and the development of schooling. It focuses on the history of ideas, theories of cognition and learning, and their relation to the evolution of schooling, personal and social development. It seeks to achieve these objectives through examination and discussion of specific and related themes from the three foundation areas in education, and by focusing on current concerns with curriculum development in the area of Health and Family Life Education.

CONTENT:

The Philosophy of Education

- Schooling to sustain communication
- Talk and thought: thoughts and statements; evidence and reasons for belief; meaning and truth
- Concepts and the school's curriculum: explanations; theories, and concept acquisition
- Fallibilism: history and the truth of history
- Schooling as the organisation of disagreement

The Psychology of Education

- Child development theories (0-11 years); pre-natal influences; physical, social, and cognitive development
- Gender socialisation
- Family and the school's role in child development
- Child rearing and early school practices and their relationship to cognitive development
- Health and Family Life Education theory and practice

The Sociology of Education

- Sociological theory – perspectives on the social (functionalism, Marxism, interpretive, critical, and postmodernism)
- Historical background to schooling
- The economy, church, state, and family and the evolution of the education system

ASSESSMENT

A written assignment of no more than 2,500 words: 100%

LEVEL: I

SEMESTER:

COURSE CODE: EDRS1402

COURSE TITLE: SCHOOL AND CLASSROOM RESEARCH

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Teachers, educational administrators, and other school personnel need to develop a clear understanding of the impact of their policies and practices on classroom and school improvement. Knowledge and understanding of their efficacy as planners, implementers, and self-evaluators is the substantive core of the widely recommended reflective practice. This course is founded on the belief that the knowledge and use of action research is essential to the process of generating such sound self-knowledge and understanding.

Content:

- Educational research: An overview
- Action Research in education: History, concepts, and approaches
- Action research, school effectiveness, and school improvement
- Diagnosing organisational problems
- The process of action research: Focus on school and classroom
- Developing action research plans and proposals

ASSESSMENT

Development of an action research plan and proposal in which the following are treated:

1. The problem/issue etc. - clearly stated
2. The action or purpose of the activity
3. The objectives/research questions/focus of the research/the background to the research
4. Appropriate action strategies
5. The intervention and members of the action group
6. Monitoring and evaluation measures
7. Time lines
8. Budgets/resources, etc.

Research plan: 10%

Research proposal: 80%

Proposal presentation: 10%

LEVEL: I

SEMESTER:

COURSE CODE: EDRS 1410

COURSE TITLE: SCHOOL AND CLASSROOM

MANAGEMENT

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: Contemporary efforts at educational reform are focused on the school as the centre of change. Effective school and classroom management practices are therefore critical elements of educational reform strategies nowadays. This course engages participants in the examination of school improvement and other contemporary educational reform efforts and in the analysis of the school and classroom management research and practice that these reforms have spawned. Specifically, the course addresses the need for the establishment of a positive (supportive, respectful, democratic) school culture that fosters teacher competence, student motivation, security and growth, and parental and other stakeholder participation and cooperation. How teachers establish a balance between their capacity for caring and the strong urge to establish and maintain inflexible order and control; how they think about, plan, and implement some preventive management strategies across different classroom sub-settings and tasks, will be the focus of the classroom management aspect of this course. This course seeks to ensure that teachers can conceive and implement sound school and classroom management.

Content

- Education for all: success for all and school improvement
- School effectiveness, school improvement, and the reformed vision of the school curriculum: the school as the centre of change
- Understanding the school and classrooms as learning environments: characteristics and contradictions in school and classroom management
- Establishing, maintaining, and improving the environment for learning
- The physical environment and social interaction and security
- The physical environment and symbolic identification
- The physical environment and growth
- Technology as an educational issue
- Diversity and inclusiveness
- Teaching rules and routines
- Student cooperation in teaching and learning

Preventive discipline: school and classroom imperatives

- Implications for pedagogy
- Beyond preventive discipline
- Inappropriate behaviour (minor, major, and chronic misbehaviours)
- Use of sanctions, penalties, rewards, etc.
- Restoring and maintaining order
- Working with and relating to students with serious problems
- Managing school and classroom time
- Recognizing “types” of time
- Relationship among time, learning and achievement

Increasing learning time

- Classroom subsystems: principles and practices
- Individualised instruction
- Seat-work
- Course-work
- Discussions, conferences, symposia, colloquia etc.
- Relating to stakeholders (special emphasis on parents)
- Parental involvement
- School and classroom involvement with parents
- Hindrances, motivators, and supports.

ASSESSMENT

1. Two (2) written assignments 30% each
2. A school investigation and report: 40%

LEVEL: I

SEMESTER:

COURSE CODE: EDTL 1720

COURSE TITLE: INSTRUCTIONAL DESIGN I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The choices and decisions a teacher makes with respect to classroom activities determine to a large extent the type of experiences students have and the quality of their learning outcomes. Teachers therefore need to be apprised of the complex range of issues that accompany decision making for any act of teaching and learning in any situation. This course on instructional design aims to develop in the teacher both an awareness and habit of searching out the complexities involved in the pre-planning, planning, implementation, and evaluation phases of instruction. Teachers would then be able to use this knowledge to create a purposeful and logical set of teaching strategies that are organised to achieve intended learning outcomes suited to the learning needs identified for any group of students.

Content

- Characteristics of students—nationality, community, ethnicity, socio-economic status, intelligence, language, gender, age, religion, interests, aptitude, experience, motivation—identifying the learning needs of a specific classroom group
- Developing and writing aims and instructional objectives
- Task analysing content and objectives
- Selecting teaching and learning strategies to match student needs and rationalising suitability of selections
- Steps in an act of learning viz. Expectancy, attention, apprehending, encoding, etc.
- Selecting and managing resources including small media and information communication technology
- Individualising learning
- Differentiating instruction
- Assessment and evaluation practices and techniques as teaching/learning tools.

ASSESSMENT

Coursework – two assignments of equal weight: 100%

LEVEL: I

SEMESTER:

COURSE CODE: EDMA 1721

**COURSE TITLE: MATHEMATICS APPRECIATION
(BED PRIMARY OPTION ONLY)**

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Generally, public perception of mathematics is one of a subject that requires an individual to memorise facts and become proficient at algorithms. Many therefore dread mathematics and its study. At the primary level, many teachers are known to teach mathematics as they were taught, interpret teaching as telling and, generally, to keep the content of mathematics compartmentalised. It is imperative that, as generalists, all primary school teachers experience the art, power, and beauty of mathematics. It is the goal of the course to empower primary teachers to think of themselves as communicators of mathematics by enlarging their view of mathematics and allowing them to gain a sense of the structures and connections within the discipline. Participants will gain an understanding of mathematics and its role in the development of civilisation. This enriched experience of mathematics should make the subject more appealing.

CONTENT

- The nature of mathematics
- The language of mathematics
- The fundamentals of elementary mathematics
- Logic and problem solving in mathematics
- Modern mathematics and mathematical culture
- Mathematical excursions
- Mathematical modeling

ASSESSMENT

A written examination 100%

LEVEL: II

SEMESTER:

COURSE CODE: EDFA 2402

COURSE TITLE: CULTURAL DIVERSITY, CITIZENSHIP AND SCHOOLING II

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The foundations of education – philosophy, psychology, and sociology – offer an integrated study of issues related to cultural diversity, citizenship, and schooling, in a two-part course, over the academic year. One major issue is that the provision of education in culturally diverse, democratic nation states continues to pose dilemmas for policymakers, school systems managers, and classroom teachers in every sphere of human knowledge. This course addresses the dilemmas posed by the continued necessity to promote equity, social justice, and effective citizenship. It recognises the importance of the critical link between education and health in any effort to promote greater social justice through schooling.

Cultural Diversity, Citizenship and Schooling I is a Pre-requisite for this course, which uses the theories and general understandings offered in Part 1 as a platform for the study of specific issues related to cultural diversity, citizenship, and schooling. Some of those issues include the involvement of the church in education; schooling to accommodate the diverse needs of children; gender and ethnic relations; and the nature of the relationships of family life in the Caribbean with health and education. Health and Family Life Education (HFLE) in particular is to be studied against a backdrop of cultural diversity and citizenship issues. It thus becomes an integrated approach to the study of HFLE through the three foundation areas.

Objectives:

Participants will:

1. Debate and make presentations on issues of diversity and citizenship in schooling;
2. Describe and explain how the principles, concepts, and theories from the philosophy, sociology, and psychology of education can be applied to an analysis of issues in education;
3. Reflect on the educational implications of health and family life with respect to issues such as diversity and citizenship;
4. Critically evaluate present practices in schooling against yardsticks of equity and inclusiveness;
5. Suggest ways in which schooling may reduce prejudice in all its forms.

Content:

The Philosophy of Education

- Problems of religious education in a multi-religious society
- Organisation of religious teaching – exclusion from government schools; segregation within school; integrative comparison
- Issues of content: understanding other religions' revelations
- Issues of appropriate attitudes to followers of other religions: condemnation, conversion, tolerance, respect

The Psychology of Education

- Ecological systems theory
- Needs of special children
- HFLE issues

The Sociology of Education

- The Caribbean Family – a sociological study
- Gender as an issue in family, health, and education
- The family, health, and schooling
- Health and Family Life Education and the curriculum

ASSESSMENT

Group presentations 40%
A written assignment of 2,500 words 60%

LEVEL: II

SEMESTER:

COURSE CODE: EDCU 2013

COURSE TITLE: INTRODUCTION TO CURRICULUM STUDIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course seeks to provide a conceptual framework that can be used for curriculum analysis and decision making. It gives students opportunities to explore different perspectives on the major curriculum elements, and to appreciate the dynamic nature of the curriculum process. Students are introduced to philosophical, psychological and sociological influences on the curriculum, and learn how change occurs in and through the curriculum.

COURSE CONTENT:

- Conceptions of curriculum
- Determinants of the curriculum:
- Philosophical
- Psychological
- Sociological
- Students' needs and learning profiles
- Approaches to curriculum development and design
- The curriculum implementation and change
- Curriculum evaluation

ASSESSMENT: Coursework: 100%

Assessment in this course is by course work only. Assessment seeks to elicit students' understandings of critical concepts and processes encountered in studying the course, and their ability to apply those understandings to the process of evaluating and redesigning the curriculum.

LEVEL: II

SEMESTER:

COURSE CODE: EDME 2006

COURSE TITLE: CLASSROOM TESTING AND EVALUATION - BASIC

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The overall aim of this course is for students to develop an awareness of the usefulness of testing to the teacher and to develop basic skills in test construction.

CONTENT: Why measure and evaluate? Kinds of tests used in education. Qualities that good tests should possess; specification and classification of educational objectives; planning of an educational test – setting up a table of specifications; writing achievement test items – various types of objectives and essay items; choosing appropriate item types for levels of response required; putting the items together into the final test; understanding of basic statistical concepts such as the mean, standard deviation and

correlation, and their application to the analysis of test scores; writing questionnaire items, designing scales for measuring affective outcomes, practical skills; norm / group referenced and criterion referenced testing; analysis and evaluation of data from nrt and crt; designing a simple classroom research study to show how the skills developed in this course can be applied.

ASSESSMENT:

In course test and a project: 100%

LEVEL: III

SEMESTER:

COURSE CODE: EDFA 3201

COURSE TITLE: THE CHALLENGE OF HUMAN DEVELOPMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The development imperatives of the Information Age require a primary focus on the changing concept of human development and its implications for schooling in postmodern societies. Human Development Theory is treated as central in this course to an understanding of the postmodern condition and education. The theory speaks to the issues of equity, productivity, empowerment and sustainability in development. This course provides some engagement with these issues through the study of the foundations of education – philosophy, psychology, and sociology. Participants will examine themes related to postmodernism and schooling in the 21st century.

CONTENT:

The Philosophy of Education

- Elements of conceptions of human development
- 18th century liberal theory – selections from Condorcet
- 19th century Marxist theory – from alienation to liberation
- Early 20th century – conservatism and tradition
- Late 20th century – postmodern criticism of 'grand narratives'

The Psychology of Education

- Development of healthy self-concept and positive self-esteem in children
- Gender role development
- Emotional and affective development
- Promotion of creativity

The Sociology of Education

- Alternative theorising about development to macroeconomic thinking
- Focus on contextualities and meanings in schooling and development
- Reform from below
- The sociology of the reformed curriculum

ASSESSMENT

A written assignment of 2,500 words: 100%

LEVEL: III

SEMESTER:

COURSE CODE: EDEA 3870

COURSE TITLE: FIELD STUDY

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to develop a cadre of national and regional educators who have acquired a passion for indigenous research and reporting and who believe in data driven statements and decisions. The course is built on the assumption that modern day education must respond to the changing global landscape and therefore takes for granted the need for ongoing school improvement in Caribbean schools.

Course Units

The course units for **Semester 1** will be covered in ten weeks, while **Semester 2** will be conceptualized essentially in fifteen weeks between January and May. During Semester 2 participants are expected to complete a school improvement initiative with the assistance of a focus group as part of your Practicum. This initiative will be more of a gestation process than an actual pregnancy. This will be so because at the end participants are expected to produce a set of recommendations, a development plan, and an action plan for the school to start, promote, monitor, institutionalise, and evaluate the practicum proposal which participants had developed at the end of semester 1.

Units for Semester 1

Unit No. Unit Name

1. The Nature and Dynamics of EDEA 3870
2. The Nature and Role of Action Research, Emphasizing School Context, School Climate, and Force Field and SWOT Analyses
3. The Role, Format of the Practicum Proposal, emphasizing the objectives and outcomes of the practicum
4. School Improvement: Its Nature, Dynamics, Rationale, and Procedures
5. The Role of the Literature Review and Support Documents in the Practicum
6. The Role of School Development Plans and Action Plans in the Practicum
7. Perspectives on Change and the Nature of Change Management in School Improvement
8. School Culture, School Effectiveness, and Organizational Development in the Practicum
9. Focus on Conducting a Practicum
10. The Way forward: The School after the Practicum

ASSESSMENT

Report on Field Study 100%

LEVEL: III

SEMESTER:

COURSE CODE: EDTK 3202

COURSE TITLE: USE OF MEDIA AND PRODUCTION OF EDUCATIONAL MATERIALS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Rationale - The focus of this course is on the use of media in education and the production of educational materials. In this electronic age the mass media and communications technology have an important influence on the socialization of young people. The course will provide teachers with the analytical skills to deconstruct media products and explore ways in which the media can be used to deliver instruction. It will sensitize educators to the theoretical and practical issues involved in the use of computers and audio-visual equipment and provide training in the design and production of educational materials.

CONTENT

- Media and society
- Media literacy and visual communication
- The role and use of media in instruction
- The use of computers in desktop publishing and the production of educational materials
- The internet
- Introduction to basic photographic skills
- Introduction to audio- and video-production techniques
- The design and production of educational materials

ASSESSMENT

A Teaching Portfolio 100%

The portfolio is intended to illustrate the extent to which the course objectives have been achieved and to demonstrate the students' skills in the production of educational materials. It will include teacher's notes and rationale as well as a journal in which students will reflect on the issues that emerged from the course as well as the processes involved in the production of the educational materials.

BED PRIMARY OPTION ONLY:

LEVEL: II

SEMESTER:

COURSE CODE: ECTL 3701

COURSE TITLE: DIAGNOSIS AND REMEDIATION:

READING, WRITING AND MATHEMATICS AT THE PRIMARY

LEVEL NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Universal access to education is a major aim for children in the schools of Trinidad & Tobago and to a large extent, this has been achieved at both the primary and secondary levels of the education system. One challenge that seems to have burgeoned with this achievement is the number of children moving through the system with deficiencies in reading, writing, and/or mathematics skills. These deficits, when left unattended, at times escalate into behavior problems, class level failure, and given time, school dropout. Teachers are therefore finding that in order to discharge their duties professionally, part of their basic repertoire of skills must be the ability to diagnose these deficits, and plan and implement interventions for remediation of these deficits. This course aims to fill this critical need at the primary level and help participating teachers to provide pupils with the learning foundation expected of primary schooling.

CONTENT:

MODULE 1 – READING ASSESSMENT AND INTERVENTION

- Measures of phonological and phonemic awareness, and oral fluency
- The error analysis process
- Measures of reading comprehension
- Selecting the intervention to match the learning need
- Developing and implementing interventions.

MODULE 2 – WRITING ASSESSMENT AND INTERVENTION

- Measures of written expression
- Development, administration, and scoring of measures of written expression
- The error analysis process
- Development and implementation of instruction to introduce new skills and for necessary remediation
- The writing process
- Expository and narrative writing structures
- Handwriting: teaching/learning and corrections
- Qualitative scoring procedures for written expression

MODULE 3 – MATHEMATICS ASSESSMENT AND INTERVENTION

- The nature of learning disability/difficulty in mathematics
- Diagnosing for teaching/learning in mathematics classrooms
- Adapting Mathematics instruction for students with perceptual and cognitive processing deficits
- Mathematics instruction for the gifted and talented.

ASSESSMENT

100% Coursework.

Bachelor of Education (Early Childhood Care and Education)

PROFESSIONAL AND CONTENT COURSES - COURSE LISTING

LEVEL I

SEMESTER

Course Code	Course Title	Credits
EDEC 1501	Early Education and Educational Intervention	3
EDEC 1504	Curriculum Development – Classroom Organisation and Parent Education	3
EDEC 1502	Health, Safety and Nutrition of the Young Child	3
EDEC 1503	Evaluation of Effectiveness of Early Childhood Education Programmes	3

LEVEL II

SEMESTER

Course Code	Course Title	Credits
EDEC 2025	Appropriate Curriculum Models for Early Childhood Education	3
EDEC 2022	Language and Literacy in Early Childhood Education	3
EDEC 2021	Children in Action: Effective Curriculum Strategies for Use in Early Childhood Environments	3
EDEC 2024	Caring for Infants and Toddlers	3
EDEC 2011	Human Development: Advanced Studies	3

LEVEL III

SEMESTER

Course Code	Course Title	Credits
EDSE 3001	Special Education/ Advanced Studies	3
EDEC 3326	Human Resource Management in ECCE*	3
EDEC 3002	Administration and Supervision of ECCE*	3
EDEC 3010	Fieldwork and Report	3

*ECCE: Early Childhood Care Environments

BACHELOR OF EDUCATION (EARLY CHILDHOOD CARE AND EDUCATION)

PROFESSIONAL AND CONTENT COURSES - COURSE DESCRIPTIONS

LEVEL: I

SEMESTER: II

COURSE CODE: EDEC 1501

COURSE TITLE: EARLY EDUCATION AND EDUCATIONAL INTERVENTION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Building upon the course ED452, the understanding of development will be studied in the context of schools and early education. The types of cognitive and social development that are structured into classroom and learning relationships, and the dynamics which constrain this development will be explored. Discussion will focus on the role and importance of early education. Various models of early education programmes will be discussed; especially drawing upon studies and programmes developed in the Caribbean. The structure of ideal classrooms and schools will be related to the learning objectives and proposed outcomes of early education programmes. Concepts of natural education, compensation and intervention will be discussed.

Content: Role of early schooling; cognitive and social applications; practical facilities for development; role of intervention / compensation; responsibility for education; legal implications of education.

ASSESSMENT

One written review of the relevant literature: 100%

LEVEL: I

SEMESTER: II

COURSE CODE: EDEC 1504

COURSE TITLE: CURRICULUM DEVELOPMENT: CLASSROOM ORGANISATION AND PARENT EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Early education centres are gathering points where much information is discussed and passed on between educators and parents. This course is designed to enhance the organisational and management skills of teachers in the classroom as well as to provide teachers with skills and resources necessary to work effectively with parents and the community. The course will seek to provide opportunities for students to choose appropriate classroom activities/strategies to foster learning; examine and analyse various schemes and approaches for management of early education; organise facilities and experiment with general managerial skills for work with children, parents and aides; and, examine resources available to teachers for parental education in Trinidad & Tobago.

Content: Curriculum development; the role of play in early childhood development; selecting appropriate equipment and supplies; administrative skills for early childhood administrators; school organisation/school climate; and, classroom management.

ASSESSMENT

One written assignment: 100%

LEVEL: I

SEMESTER: I

COURSE CODE: EDEC 1502

COURSE TITLE: HEALTH, SAFETY AND NUTRITION OF THE YOUNG CHILD

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Within every meeting place of young children special attention must be given to their safety and health care. Classrooms are noted for the transfer of childhood illnesses amongst pupils. Those in the charge of young children must know about normal physical development and abnormalities of the young school child. They should be in a position to identify childhood illnesses minimally when to recommend that parents seek medical attention for their children. Thus the course will focus on patterns of normal physical development and discuss illnesses and abnormalities. From this basis features of child care can be illuminated in relation to the school and home. Basic first aid sessions will be integrated into the course. Government criteria for school hygiene will be reviewed.

Content: Accident prevention; identification of childhood illnesses; first aid (basic); care of the young child; hygiene of the young child; standards of school hygiene.

ASSESSMENT

One written assignment: 100%

LEVEL: I

SEMESTER: II

COURSE CODE: EDEC 1503

COURSE TITLE: EVALUATION OF THE EFFECTIVENESS OF EARLY CHILDHOOD EDUCATION PROGRAMMES

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course will review a number of programmes past and present and question criteria by which these programmes may be judged effective. The course will be continuous for the duration of the programme. It is designed to help teachers critically analyse a number of programmes past and present; identify effective early education programmes within the present education system; and, to develop research skills and the ability to pursue evaluation studies of early education.

Content : Observational methods; effectiveness and the early education programme; library and resource use; the role of effective programmes in early education in Trinidad & Tobago.

ASSESSMENT

One (I) written research study: 100%

LEVEL: II

SEMESTER: I

COURSE CODE: EDEC 2025

COURSE TITLE: APPROPRIATE CURRICULUM MODELS FOR EARLY CHILDHOOD EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEC1504 – CURRICULUM DEVELOPMENT - CLASSROOM ORGANISATION AND PARENT EDUCATION

COURSE DESCRIPTION: Educational researchers in the field of Early Childhood Education are very often called to defend the use of a particular model within their cultural setting. It is therefore of critical importance that students understand the nature of appropriate and inappropriate curricula models. This course extends students' knowledge in relation to curriculum theory and curricular models and practices.

Objectives:

- To examine curriculum development principles, curriculum theory and practices.
- To explore developmental models which focus on integrated curricular approaches.

Content:

- Overview of developmental milestones
- Quality, context and developmental appropriateness
- Developmentally appropriate practice in Early Childhood Programmes
- The High/Scope Model
- Reggio Emilia schools
- Maria Montessori schools
- The Comer/Zigler model
- The science based curriculum
- The anti-bias curriculum
- How nations serve young children
- Issues of curriculum development
- The Harmonised Curriculum
- A national Early Childhood Curriculum

ASSESSMENT

Two essays of equal weighting (2,000 words): 100%

LEVEL: II

SEMESTER: II

COURSE CODE: EDEC 2022

COURSE TITLE: LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course will focus on the development of curricula activities for young children. The theoretical and research theories and studies will form the rationale and several approaches will be utilised. This course offers students an overview of current research and professional practices which affect young children's literacy development.

Content:

1. Components of whole language - possibilities and awareness of what constitutes a balanced Literacy Programme.
2. Vocabulary development in the literacy programme.

3. Assessment and evaluation in the literacy-centred classroom.
4. Modelling strategies for constructing meaning.
5. Integrating Spelling into the Reading-Writing classroom.
6. Models of Literacy Instruction.
7. Literacy development - strategies children use to become readers and writers.
8. Recording and reporting children's literacy development.
9. Factors associated with literacy learning.
10. The use of music and drama to facilitate language development.
11. The use of computers in literacy instruction.
12. Puppetry in Early Childhood classrooms.

ASSESSMENT

1. Assignment 50%
Assignments of equal weighting are to be given in the following five areas:
 - a. Literacy development
 - b. Recording and reporting
 - c. The use of music and drama to facilitate language development
 - d. The use of computers in literacy instruction
 - e. Puppetry in Early Childhood classrooms.
2. Written essay 2,000 words 50%

LEVEL: II

SEMESTER: I

COURSE CODE: EDEC 2021

COURSE TITLE: CHILDREN IN ACTION: EFFECTIVE CURRICULUM STRATEGIES FOR USE IN EARLY CHILDHOOD ENVIRONMENTS

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEC1504 CURRICULUM DEVELOPMENT CLASSROOM ORGANISATION AND PARENT EDUCATION

COURSE DESCRIPTION: Few occupations demand the level and intensity of communication as teaching. Teachers interact with groups of active children for sustained periods of time. It is therefore of critical importance that they understand their role and are provided with effective strategies to promote the overall development of young children.

Objectives:

This course extends students' knowledge on curriculum theories and practices for children ages three to eight years. Students will explore strategies for creating exciting learning environments for young children. The adult's role as facilitator will also be explored.

Content:

- An overview of child development principles
- The active learning approach
- An examination of the ways in which children construct knowledge
- Creating key experiences through projects, group work and other teaching strategies
- Establishing a supportive climate as a basis for positive Adult/Child interactions

- Involving families in active learning settings
- Working in teams: Adult collaboration to promote active learning
- Arranging and equipping spaces for active learners
- Materials production with a focus on creating indigenous materials
- Key experiences in early childhood development - Creative representation, language and literacy, initiative and social relations, movement, music, cognitive development
- Use of computers in Early Childhood environments.

ASSESSMENT

- | | |
|-------------------------|-----|
| 1. Portfolio | 25% |
| 2. Child study project | 25% |
| 3. A written assignment | 50% |

LEVEL: II

SEMESTER: III

COURSE CODE: EDEC 2024

COURSE TITLE: CARING FOR INFANTS AND TODDLERS

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEC2021- CHILDREN IN ACTION: EFFECTIVE CURRICULUM STRATEGIES FOR USE IN EARLY CHILDHOOD ENVIRONMENTS

COURSE DESCRIPTION: This course will review the historical development of group child care in the Caribbean and examine existing programmes for infants and toddlers which best serve their holistic development and their families' needs.

Objectives: The course will enable caregivers:

- to examine a number of child-care programmes past and present;
- to explore the effect of poverty on young children and its impact on quality care;
- to create and maintain safe, healthy, learning environments;
- to support social and emotional development and develop positive guidance strategies;
- to establish positive and productive relationships with and among children and their families;
- to plan and design workshops for parents and community groups, ECE boards and non-governmental organisations.

Content:

- The history of group child care in the Caribbean region and the status of existing programmes.
- Quality Child Care.
- Home based programmes - Parent Outreach Programmes, Health Visiting/Role of the Ministry of Health and Ministry of Social Development
- Creating safe, healthy, stimulating environments
- Social emotional development of the young child
- Guiding young children's behaviour

- Physical development; large and fine motor skills/Health and Nutrition
- Cognitive and Language Development
- Facilitating learning through Integrated Developmental Domains
- Effective partnerships between parents, primary caregivers and secondary caregivers.

ASSESSMENT

- | | |
|----------------------------|-----|
| 1. An in-house examination | 50% |
| 2. An essay (2,000 words) | 50% |

LEVEL: II

SEMESTER: II

COURSE CODE: EDEC 2011

COURSE TITLE: HUMAN DEVELOPMENT: ADVANCED STUDIES (OPTION)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Objectives:

- a) To examine patterns of growth and development in children, and discuss theories which seek to explain specific aspects of development.
- (b) To gain insight into the influences of certain biological and environmental factors on the developmental patterns exhibited by children (particularly Caribbean children) between the ages birth - 8 years.

Content: This course will provide an intensive study of theory and research in social, emotional and personality development as those aspects of development relate to Early Childhood Education.

1. Theories of child development
2. The inter-relatedness of different aspects of child development
3. Physical development, with special reference to motor development
4. Social and personality development, with special emphasis on self-concept formation and aggressive behaviour
5. Emotional development/Art as a medium for emotional development
6. Cognitive development, with emphasis on language and concept development
7. Moral development
8. Gender role development
9. The following influences on development: biological (heredity); environmental (home and family, nutrition, socio-economic status, school culture, the media)
10. Affective development and the Creative Arts.

ASSESSMENT

- | | |
|----------------------|-------|
| In-house examination | 40% |
| Research Study | (60%) |

LEVEL: III

SEMESTER: I

COURSE CODE: EDSE 3001

COURSE TITLE: SPECIAL EDUCATION/ADVANCED STUDIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEC 1501 EARLY EDUCATION AND EDUCATIONAL INTERVENTION

COURSE DESCRIPTION: This course examines the changing paradigms of early intervention and special education for young children with special needs. Inclusive models of service delivery will be explored including the teacher as facilitator and resource consultant. Models currently in use in infant programmes and home visiting programmes will be explored. This course will take an in-depth look at the special needs child in the early childhood classroom. The course will look at how early intervention influences the child's functioning in the classroom. Discussion will focus on the role and importance of identification and recognition of children with special needs and appropriate referral, where necessary for further assessment. Students will be introduced to methods of observing and reporting the characteristics of children having special needs. Emphasis will be placed on the normalisation, integration, identification of children with special needs and the adaptation of the curriculum to meet the needs of special children. Various models of programmes will be examined, especially drawing upon studies and programmes developed in the Caribbean.

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

1. Identify children who may have special needs
2. Report the behaviours and characteristics of children with special needs so as to enhance appropriate intervention
3. Adapt classroom environments, programmes, curriculum and attitudes to facilitate the learning of children with special needs
4. Utilise alternative, portfolio and informed assessment to measure the learning of children with special needs
5. Translate assessment information into classroom instruction
6. Facilitate parental involvement in their children's education

Content: The following topics will be covered:

- Identification, diagnosis and assessment
- Alternative assessment
- Curriculum development and Adaptation to the Special Needs Child
- Observation and Reporting of the Behaviour and Characteristics of Children with Special Needs
- Interpreting the Assessment Report
- Inclusive Strategies for Early Childhood Educators for Informal and Formal Settings
- Effectiveness of parental involvement and special needs children

ASSESSMENT

A research study (3,500 words) – (100%)

LEVEL: III

SEMESTER: I

COURSE CODE: EDEC 3326

COURSE TITLE: HUMAN RESOURCE MANAGEMENT IN ECCE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Objectives: The following topics will be covered:

- a. Human Resource Planning (determining staff needs, differentiated staffing, staff development, etc.) based on educational mission/goals, programmes and technologies.
- b. Human Resource Management Processes - planning recruitment and selection, orientation/induction, development, compensation, appraisal, security, management and supervision of technical tasks.
- c. Survey of organisational behaviours/conditions and calculation of the necessary human resource management responses.
- d. Strategies/interventions related to the development of positive human responses.
- e. Serving the client.

Text: Employment, Resourcing by Marjorie Corbridge and Stephen Pilbeam (1998)

ASSESSMENT

Coursework (40%) and an in-house exam (60%)

LEVEL: III

SEMESTER: II

COURSE CODE: EDEC 3002

COURSE TITLE: ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD ENVIRONMENTS

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEC2025 – APPROPRIATE CURRICULUM MODELS FOR EARLY CHILDHOOD EDUCATION

COURSE DESCRIPTION: This course will allow local and international students from a variety of professional ECCE backgrounds to explore models, methods and techniques of supervision. The focus of this course is on instructional supervision and its role in the effective management of public and private ECCE centres. The course will also allow for theory and practice and the use of experiential and participatory methods of learning through supervision and mentorship. Its focus is on the development of collegial and helping behaviours, specific supervisory techniques and skills and appropriate leadership and motivation behaviours. Students will be given opportunities to design and implement peer supervision, mentor and coaching systems for the variety of early childhood settings in their country of origin. Opportunities for exchanging ideas and discussions on supervisory styles of management will also be addressed.

Objectives:

- To enhance the skills of students in the area of clinical supervision
- To aid students to use helping behaviours as strategies to motivate fellow workers and improve the quality of ECCE programmes.
- To explore techniques of mentoring and supervision which could enhance their skill as potential teacher trainers
- To prepare effective ECCE environments to support young learners

Content:

- The nature of instructional supervision
- The instructional process - models of effective teaching
- Clinical supervision - techniques and phases of supervision
- Leadership behaviour in the supervisory role
- The teacher/caregiver as facilitator
- Conferencing and interpersonal skills
- Organising developmentally appropriate Early Childhood Settings
- Planning and managing Early Childhood Programmes
- Training and mentorship of ECCE trainees
- Training and mentorship of ECCE practitioners. Mentoring of Trainers and Parents on home visiting

ASSESSMENT

1. Case study report (2,500 words) 60%
2. Fieldwork report (1,000 words) 40%

LEVEL: III

SEMESTER: II

COURSE CODE: EDEC 3010

COURSE TITLE: FIELDWORK AND REPORT

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEC2021 CHILDREN IN ACTION: EFFECTIVE CURRICULUM STRATEGIES EDEC2024 CARING FOR INFANTS AND TODDLERS

COURSE DESCRIPTION: This course will provide the student with an opportunity to engage in specialised scholarly fieldwork. Area of study must be related to the curriculum, the administration process or any other area which pertains to the discipline of Early Childhood Education.

Objectives:

Participants will be encouraged to:

1. Reflect on their past experiences in ECCE and their term of internship during their practicum.
2. Improve the environment/institutions in which these practices were undertaken.

Procedure

Students will select an area of fieldwork in one aspect of Early Childhood Education and will undertake a practical experience in this area. Fieldwork will focus on programme planning and implementation, independent experience, evaluation and assessment and qualitative/quantitative research. Field experience may also be completed in another country. Guidelines are available from the Faculty (ECCEP at the School of Education).

Participants will be responsible for:

- (i) Selecting a Field Study topic
- (ii) Locating an institution as a base for the study
- (iii) Conducting and reporting the study.

Content:

Revision of principles and techniques of Educational Research Methods with a focus on action research. Fieldwork under the supervision of a faculty member.

ASSESSMENT

A report - the length of the report on Field Study is approximately three thousand five hundred (3,500) words. – (100%)

Bachelor of Education (Primary Education) – Educational Administration

(NOT OFFERED 2013/2014)

PROFESSIONAL AND CONTENT COURSES - COURSE LISTING

LEVEL I

SEMESTER

Course Code	Course Title	Credits
EDEA 1101	Introduction to School Administration and Supervision	3
EDEA 1102	Introduction to Organisation Development of Schools	3

LEVEL II

SEMESTER

Course Code	Course Title	Credits
EDEA 2118	Management of Resources in Educational Administration	3
EDEA 2119	Law and Ethics I	3
EDEA 2306	Human Resource Management	6

LEVEL III

SEMESTER

Course Code	Course Title	Credits
EDEA 3560	The Principalship	6
EDEA 3102	Law and Ethics II	3
EDEA 3570	Educational Administration	6

EDUCATIONAL ADMINISTRATION -COURSE DESCRIPTIONS

LEVEL: I

SEMESTER: I

COURSE CODE: EDEA 1101

COURSE TITLE: INTRODUCTION TO SCHOOL
ADMINISTRATION AND SUPERVISION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course attempts to develop the technical competencies of leadership and supervision that are most likely to produce excellence in the practice of educational administration.

Objectives: Participants will:

1. Identify and explain the fundamental concepts of leadership and supervision;
2. Apply related theories and concepts to school leadership, supervision, and evaluation;
3. Demonstrate through discussion their increase awareness of the interrelatedness among theories and concepts pertaining to organisational design, administrative styles, and teaching approaches;
4. Evaluate students, teachers, and classroom operations;
5. Improve their school management practices.

Content:

- Unit 1 Leadership:
Leadership theories and models, dimensions of effective leadership, leadership styles.
- Unit 2 School Administration and Supervision:
The school as an organisation; approaches to supervision; the school as a social system.
- Unit 3 Evaluation Systems in Schools:
Key concepts in evaluation; traditional and non-traditional approaches to evaluation; levels of evaluation – student, teacher, programme.

ASSESSMENT

A 2,500 word paper/report on the design and implementation of a leadership or evaluation: 100%

LEVEL: II

SEMESTER: II

COURSE CODE: EDEA 1102

COURSE TITLE: INTRODUCTION TO ORGANISATIONAL
DEVELOPMENT (OD) OF SCHOOLS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: In a world characterised by rapid technological changes and information obsolescence, any sustained emphasis on system maintenance without the concomitant focus on constant adaptability of organisational structures and strategies must be viewed as detrimental to organisational health.

The concept of organisational self-renewal at the macro as well as at the micro levels, therefore, is seen as a necessary survival imperative in this new millennium. The capacity for self-renewal at the school level cannot be viewed solely from the traditional top-down perspective. In-school, self-initiated interventions must be encouraged and teachers must acquire the necessary competencies and be provided with support to pursue the goal of the education system.

Teachers and administrators must be professionally prepared with the pre-requisite technical, human, conceptual, and philosophical understandings to intervene with economy, efficiency, and effectiveness. The course is therefore designed to equip teachers with an understanding and appreciation of organisational development (OD) strategies. Special emphasis will be placed on intervention techniques through action research in their school.

Objectives: Participants will:

1. Explore the dynamic nature of organisational culture and climate;
2. Investigate the essential elements of a model school using the OSN and Discrepancy models;
3. Engage in examining and creating mission and goal statements for schools;
4. Generate policy statements for the efficient operation of the various sub-sectors of schools;
5. Select appropriateness intervention strategies for initiating and sustaining school improvement.

Content:

- Introduction to organisational development
- Organisational climate and culture as they relate to school effectiveness
- The model case of an excellent school
- School diagnosing – the Organisational Systems Network (OSN) Model
- Creating the school's mission and goal statement
- Imaging the desired school culture (through identification and clarification of the school's main tasks)
- Imaging the desired school culture (through identification of the school's programmes)
- Imaging the desired school culture (through identification of the school's technologies)
- Imaging the desired school culture (through the school's methods of acquisition, management, and distribution of resources)
- Imaging the desired school culture (through identification of the school's organisational structures)
- The Discrepancy Model and Intervention Theory
- OD methodologies

ASSESSMENT

Students will be assessed on the basis of:

1. Group Assignment – which will include presentation of hard copies and oral presentations of policy documents created from Sessions 5-10. This will account for 40% of final mark.
2. Individual Assignment – which will consist of a report on a school problem of not more than 2,500 words, utilising the Discrepancy Model and Intervention Theory. This will account for 60% of final mark.

LEVEL: II

SEMESTER: I

COURSE CODE: EDEA 2118

COURSE TITLE: MANAGEMENT OF RESOURCES IN EDUCATIONAL ADMINISTRATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Increasingly educators in modern society are faced with the reality that to be effective and efficient the delivery of education must be informed by an understanding of:

- the impact of the external environment on schools
- the tasks administrators must perform
- the programmes that must be designed
- the resources required to run programmes
- the structures needed to manage the quality of programmes to be delivered
- the type of climate and culture needed to promote quality education

This course, therefore, has been designed to impart a range of skills and competencies that will enable the leadership in local and Caribbean primary schools to recognise and accept all of the imperatives identified above. More specifically, its main mission is to equip administrators to effectively and efficiently manage the buildings and equipment of their schools as well as the financial and material resources to run programmes.

Objectives:

Participants will:

1. Explain the various ways in which the economic, social, political, and technical environment impacts on schools;
2. Reflect on and evaluate their role in contributing to quality education at a time of diminishing resources;
3. Develop skills in cost/benefit analysis, accountability, fiscal and cost-effectiveness systems;
4. Evaluate how participatory structures of governance in schools can contribute to effective use of resources;
5. Apply knowledge of resource allocation in optimal delivery of the curriculum.

Content:

- An overview of management of material and financial resources and school development planning
- Project planning and management in schools
- Education and financial management: an overview and historical legacy
- An introduction to financing public education; the macro and micro perspective
- Introduction to policy formulation, implementation, and evaluation
- Introduction to needs analysis
- Introduction to effective budgeting, spending, and monitoring of funds
- Introduction to financial reporting
- Procurement and stock control – the issues and management practice
- Extending the resource base in primary schools
- An introduction to risk management in the primary school
- Assessing, selecting, integrating, and applying the new

- information technologies in the primary school
- School improvement: its implications for the management of financial and material resources, plant, and equipment
 - Video production and closure

ASSESSMENT

There will be one (1) written assignment of 5,000 words (80%); group presentations (10%); and the production of a mini video on a topic to be assigned (10%)

LEVEL: II

SEMESTER:

COURSE CODE: EDEA 2119

COURSE TITLE: LAW AND ETHICS I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: In an increasingly complex society, school and classroom administration are under heavy scrutiny. Education is an essentially moral exercise with a very strong interplay between ethical and legal considerations. It is important for all involved to understand the many issues (ethical and legal) that arise during the course of managing schools and classrooms. This course presents many problems and possibilities arising out of the conflicts and dilemmas experienced in the real world of school and classroom management. The pursuit of this course can provide participants with much excitement and enlightenment leading to the improvement of the school system.

Content:

- The origins and nature of values and value systems
- Ethical and legal dilemmas in education: rights, freedoms and responsibilities (of stakeholders and pupils)
- The centrality of professional ethics in school administration (of critique, justice caring) – related to pupils and teachers
- Legal and ethical approaches to school violence, afflictions and addiction of various sorts
- The pursuit of excellence / quality as a human entitlement – special reference to the notion of diverse learners
- Ethical and legal issues in the evaluation of students and teachers
- Ethical and legal issues related in providing equality of opportunities in education
- Professional ethics and the Law in grievance settlement, and due process in dealing with administrators, teachers and pupils.

ASSESSMENT

One (1) written course assignment (3,500 words): 100%

LEVEL: II

SEMESTER: II

COURSE CODE: EDEA 2306

COURSE TITLE: HUMAN RESOURCE MANAGEMENT

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

Content:

- a. Human Resource Planning (determining staff needs, differentiated staffing, staff development, etc.) Based on educational mission/goals, programmes and technologies.
- b. Human Resource Management Processes - planning recruitment and selection, orientation/induction, development, compensation, appraisal, security, management and supervision of technical tasks.
- c. Survey of organisational behaviours/conditions and calculation of the necessary human resource management responses.
- d. Strategies/interventions related to the development of positive human responses.
- e. Serving the client.

ASSESSMENT

One written assignment of 3,500 words (60%), four group presentations (20%) and four individual reflections or critiques of the presentations (20%).

LEVEL: III

SEMESTER: I

COURSE CODE: EDEA 3560

COURSE TITLE: THE PRINCIPALSHIP

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Psychological and sociological dimensions of the role incumbent on the principalship. An understanding of (a) self (b) situation (the acquisition of skills - human, technical, and conceptual).

The School System - organisational management, issues and problems. The School and the Law. The Education Act and Code of Regulations as pertaining to governance of education, staff rights and obligations, school management, disciplinary processes.

The Principalship - scope, roles and functions. Administrative Leadership - staff selection, assignment, delegation; work organisation; resources management (finance, material equipment, building, time). Instructional Leadership - philosophy, goals and objectives; monitoring work, supervision; school climate and interpersonal relationships; staff development, motivation and evaluation; and, discipline and conflict management.

Curriculum Leadership - identifying needs, developing curriculum.

School-Community Leadership - Fostering relationship, use of resources; increasing school effectiveness (dimensions of effectiveness, overview of school effectiveness studies, the change process: implications for school effectiveness).

ASSESSMENT

A written assignment (100%)

LEVEL: III

SEMESTER: II

COURSE CODE: EDEA 3102

COURSE TITLE: LAWS AND ETHICS II

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDEA2119 - LAWS AND ETHICS I

COURSE DESCRIPTION: In an increasingly complex society, school and classroom administration are under heavy scrutiny. Education is an essentially moral exercise with a very strong interplay between ethical and legal considerations. It is important for all involved to understand the many issues (ethical and legal) that arise during the course of managing schools and classrooms. This two-part course presents many problems and possibilities arising out of the conflicts and dilemmas experienced in the real world of school and classroom management. The pursuit of these courses can provide participants with much excitement and enlightenment leading to the improvement of the school system. EDEA3102 (ED31B) focuses on the laws that govern education and builds on a knowledge of ethics gained from EDEA2119 (ED21S).

Objectives:

Participants will:

1. Explain the laws that govern the educational system in Trinidad & Tobago;
2. Identify the rights and duties of the main stakeholders in education;
3. Make decisions that incorporate a sound knowledge of the legal and ethical issues involved;
4. Debate ethical versus legal issues in education;
5. Introduce and support innovations in schools.

Content:

Units: (Legal Issues)

- Equality of opportunity in education
- The rights of the clients (pupils)
- The rights of teachers
- Due Process/grievance settlement
- Just provisions for the education of all pupils

ASSESSMENT

One (1) written course assignment (3,500 words). – (100%)

LEVEL: III

SEMESTER: II

COURSE CODE: EDEA 3570

COURSE TITLE: EDUCATIONAL ADMINISTRATION

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: Teachers will understand the basic principles and concepts of organisational and administration theory; understand the social and educational contexts in which their schools and departments operate; relate organisational and administration theory to the total educational system and sub-systems; apply knowledge and skills learnt to their administrative functions and to organisation building generally, and; be self-critical of their professional development as administrators.

Content:

Policy formulation /analysis - The development and examination of members' own philosophy of education. An analysis of the philosophy of education as put forward in official documents. The development of philosophy tailored to meet the needs of a particular type of school and its clientele.

The development of model, contrary, borderline and invented cases of schools adopting philosophies spelt out above. The formation of a school policy for the model case above.

Organisation and job designs - The development of a design for school organisation structures to carry out model school policy. Examination of processes, tasks and technologies related to the delivery of quality service in the 'model' school. Role design for personnel in 'model' schools.

Curriculum administration - Development and examination of designs for school curriculum. Analysis of philosophies/models of teaching and styles of learning. Administration, supervision and evaluation of curriculum and instruction.

Administrative styles / behaviours - Self examination: personality types, needs, etc. Examination of administrative/management/leadership styles in respect of 'model' schools, curriculum (technology/process) designs.

Organisation development - Development of action research skills. Building organisation development skills. Diagnosis, intervention, implementation, evaluation, feedback.

Case studies - Cases will be examined and opportunities given for application of problem-solving skills and role playing. Cases will be chosen from among events/activities reflecting the following topics:

THE ROLE OF THE PRINCIPAL (AND OTHER SCHOOL ADMINISTRATORS)

Internal Considerations: Absenteeism and other staff problems. Professional development of staff. Staff meetings. Timetabling. Democracy in school. Extra-curricular activities.

Rules and Regulations (formalism). Discipline and punishment. Internal examinations. Streaming (tracking, setting). Pastoral care.

External Considerations: Relations with the Ministry of Education. The nature of the Education system. Relations with parents. What is a P.T.A? Community relations. Staff reports (annual, confidential). Term reports (students'). External examinations. Speech Day. Do schools have or need P.R.?

Resource Management: An investigation of selected concepts and their practical application:

Accountability, responsibility, initiative, bureaucracy, authority, autonomy, maintenance vs. innovation, leadership, delegation, conflict, decision-making and supervision.

ASSESSMENT

A School Study. (A piece of Action Research (ED260) undertaken to solve or help to solve a problem; develop policies; plan a programme or project; manage/supervise an organisational/sub-organisational activity. It is distinct from a classroom teaching study) – (100%).

Bachelor of Education (Primary Education) - Language Arts (NOT OFFERED 2013/2014)

COURSE LISTING

LEVEL I

SEMESTER

Course Code	Course Title	Credits
EDLA 1180	Developing Literacy Ability	6

LEVEL II

SEMESTER

Course Code	Course Title	Credits
EDLA 2104	The Teaching of Language Arts in the Primary School	3
EDLA 2113	The Teaching of Literature	3
EDLA 2105	Language Structure Content of English Teaching	3
EDLA 2106	The Language Use Content of Teaching English	3

LEVEL III

SEMESTER

A total of twelve (12) credits from the following courses

Course Code	Course Title	Credits
LING 2305	Introduction to Educational Linguistics	3
EDLA 3112	Literature for Children	3
EDLA 3113	The Structure of Creole	3
EDLA 3111	Principles, Approaches and Methods in Teaching Standard English in the Caribbean	3
EDLA 3319	Reflection and Teacher Development in Language Arts Education	3

LANGUAGE ARTS - COURSE DESCRIPTIONS

LEVEL: I

SEMESTER: I AND II

COURSE CODE: EDLA 1180

COURSE TITLE: DEVELOPING LITERACY ABILITY

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course will explore the development of literacy abilities from primary through junior secondary levels. It stresses collaborative, integrated and holistic approaches and strategies to the teaching of language arts.

Content: Reading and writing processes; approaches to teaching literacy; creole language contexts; grammar, syntax and written conventions; classroom organisation; materials and textbooks; literacy across the curriculum.

ASSESSMENT

Coursework: 100% (comprising graded discussions [20%], 2 written assignments [30%], and an in class test [50%])

LEVEL: II

SEMESTER:

COURSE CODE: EDLA 2104

COURSE TITLE: THE TEACHING OF LANGUAGE ARTS IN THE PRIMARY SCHOOL

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Objectives: to give an understanding of listening, speaking, reading and writing in early and primary education; to give an understanding of the implications of having to teach young children to speak, read and write a second language or second dialect; to give an understanding of, and practice in, the application of methods of teaching the language arts at the primary level, in second-dialect situations.

Content: Developing a language arts programme; a language-based programme; emerging literacy; children as readers; becoming a writer; transcription: writing words down; talking to learn; integrated arts; and, assessing language growth.

ASSESSMENT

Two in-class tests (short answers, objective tests) (40%) and, the design of a unit for a particular grade level (60%).

LEVEL: II

SEMESTER:

COURSE CODE: EDLA 2113

COURSE TITLE: THE TEACHING OF LITERATURE NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is predicated on the notion that literature represents a major area of the specialised use of language. In fact, children's literature, both informative and imaginative, provides a rich and varied resource that makes possible the integration of the language arts. The course introduces teachers to a concept of children's literature that would encourage the search for meaning through shared experiences and personal response.

Literature, as a vehicle for trans-cultural understanding and values clarification, will also be emphasised.

Content: The concept of children's literature; children's literature in the context of childhood and popular culture; the various genres; reader-response theories; approaches and strategies to teaching; literature across the curriculum; integration of language and literature; reading children's literature cross-culturally; selection and evaluation; assessing cognitive and affective outcomes in literature for children.

ASSESSMENT

Course work (60%) and an in-class test (40%).

LEVEL: II

SEMESTER: II

COURSE CODE: EDLA 2105

COURSE TITLE: LANGUAGE STRUCTURE CONTENT OF ENGLISH TEACHING

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to give teachers: an understanding of the language situation in the West Indies, with special reference to their individual territory; an introductory understanding of the phonology, morphology and syntax of basilectal and mesolectal forms of language; an introductory understanding of phonology and syntax of a standard variety of English; and, to develop in teachers the ability to observe contrasts between the language forms referred to above.

Content: The socio-historical background to language in the West Indies. The contemporary language situation, basilect, mesolect, acrolect. The structure of broad Creole and the structure of standard English. Forms of pronoun, noun and verb morphology, syntactic patterns in the verb phrase, modifying phrases and clauses within sentences, lexical characteristics and contrasts, characteristics of the mesolect. The notion of "interlanguage". Differences between mesolectal forms and inter-languages. Language variation in the individual and the community. An introduction to the phonology of creole. Creole influenced speech and standard varieties of English. Contrastive analyses, error analyses, morpho-syntactic and lexical characteristics of formality and informality in speech and writing. Characteristics of writing.

ASSESSMENT

A written assignment (40%) and a task involving the phonemic transcription of a piece of non-standard speech, a morpho-syntactic analysis of it, and a contrasting of it against the morpho-syntax of English. (60%)

LEVEL: II

SEMESTER: II

COURSE CODE: EDLA 2106

COURSE TITLE: THE LANGUAGE USE CONTENT OF TEACHING ENGLISH

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course introduces teachers to the fundamental significance of language use in the teaching of English by introducing them to this feature of language learning from the early functionalists like Halliday to the present day genre theorists. Students will learn to do simple analyses of discourse and genre for teaching the construction of meaning in all of the language modes. They will understand the implications of genre teaching to schema and form at one end of the spectrum and social change at the other.

Content: Language use and context. Discourse and its analysis. Genre theory and analysis. Discourse and holistic teaching. Schema and skills in genre teaching. Genre across the curriculum. Genre in the teaching of reading and writing. Teaching for empowerment and social change through genre.

ASSESSMENT

In-class test (40%) and an essay, (60%).

LEVEL: III

SEMESTER: I

COURSE CODE: LING 2305

COURSE TITLE: INTRODUCTION TO EDUCATIONAL LINGUISTICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Linguistics, as a discipline, has the potential to make significant contributions to Education. These contributions are wide and varied. This course enhances the level of linguistic knowledge, awareness and understanding of the student as he/she examines the potential contribution of the discipline to the processes of education. It promotes an understanding of the nature and purpose of education as well as of the processes of education in formal education systems. It also addresses the obvious need for teachers in the Caribbean to be acquainted with basic linguistic information needed for adequate functioning in the classroom.

ASSESSMENT:

In-course:	40%
Final examination:	60%

LEVEL: III

SEMESTER: I

COURSE CODE: EDLA 3112

COURSE TITLE: LITERATURE FOR CHILDREN

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDLA 2105 -THE LANGUAGE STRUCTURE CONTENT OF ENGLISH TEACHING.

COURSE DESCRIPTION: This course is designed to give teachers an understanding of the role of emotion, feeling and imagination in response to literature; to help teachers appreciate the use of language in literature; to determine and practice techniques and strategies for getting learners to read literature and respond appropriately to it.

Content:

Develop in learners the ability to read sensitively for one's self and for others, and develop the ability to perceive the associations and connotations that exist in literary material and that link such material to the emotions, feelings and imagination; develop in teachers a knowledge of, and an acquaintance with, the range of literary materials that are appropriate for learners in different maturational levels; determine and practice techniques and strategies for - getting learners to perceive principles of composition and structure in different kinds of literary materials; and motivating learners towards the creation of literature. Consideration of, and practice in, implementing different levels of teaching including the requirements of the CSEC (CXC)/GCE/BGCSE English-B syllabus and section "D" of English-A syllabus.

ASSESSMENT

Two essays of equal weighting – (100%).

LEVEL: III

SEMESTER: I

COURSE CODE: EDLA 3113

COURSE TITLE: STRUCTURE OF CREOLE

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: Creole is the vernacular of the majority of the population of Trinidad & Tobago, and occurs as a matter of course in the speech and writing of students, especially primary schoolchildren. But because of its genesis in slavery as well as its continued co-existence with the high-prestige official language, standard English (SE), with which it shares many features, especially vocabulary, many people see it by comparison in negative terms – e.g., as a 'broken' or inferior form of English – and some are unwilling to even allow that it qualifies as language. Based particularly on Creole's occurrence in various shapes and forms in the attempted SE of primary schoolchildren, this course is designed to show teachers that Creole is a rule-governed, systematic variety of speech and to give them a scientific appreciation of its structure so that they can better appreciate the errors in attempted SE that their students make (as a basis for the development of more rational and effective intervention strategies).

Objectives:

Participants will be able to:

1. Identify aspects of Creole structure that are different

from SE structure.

2. Analyse aspects of Creole on different levels of language organisation (e.g., phonology, morphology, syntax) and in discursive use.
3. Systematically represent Creole in writing, using English spelling conventions and phonemic notation.
4. Analyse aspects of Creole structure and use in the classroom (as a basis for development of more rationale teaching units and lesson plans).

Content:

- The vowel and consonant systems (including sequences of vowels, consonants, and vowels and consonants)
- Types of syllables
- Pronunciation: word and sentence accent
- Phonemic notation
- The structure of words
- Content versus grammatical morphemes
- The noun and pronoun systems (focus, e.g., on the bare noun, determiners with nouns, pluralisation, personal pronouns, demonstratives, possessives, interrogatives, reflexives)
- The verb system (focus, e.g., on the bare verb, preverbal particles, modals, negation, predication)
- Typical phrases
- Miscellaneous grammatical categories (e.g., quantifiers, intensifiers, relative pronouns, temporals, comparatives, sentence tags, prepositions)
- Miscellaneous phrases (e.g., existential, front-focussing, serial verbs, patient-subject)

ASSESSMENT

- A project on the analysis of some aspect of Creole structure and use in the classroom (60%).
- An in-class test on miscellaneous matters (40%).

LEVEL: III

SEMESTER: II

COURSE CODE: EDLA 3111

COURSE TITLE: PRINCIPLES, APPROACHES, AND METHODS IN TEACHING STANDARD ENGLISH IN THE CARIBBEAN

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: Standard English (SE) is both the official language and the language of education in the Anglophone Caribbean and has been taught and learned as such from the establishment of the school system in the region. But children in Trinidad & Tobago, as indeed in other English-speaking Caribbean countries, routinely speak a Creole-influenced vernacular which, though closely related to it lexically, is substantially different grammatically. This vernacular is typically a mixture of Creole, Standard English, and interlanguage forms and meanings, but with a bias towards Creole grammar. Typically, too, the children do not consciously know critical differences between SE and Creole.

As they mature, they pick up more and more SE from both the local and global environment, but their routine speech continues to be dominated by Creole grammar, especially as levels of cultural self-acceptance increase. Teachers therefore

find themselves in a situation where they need to know how much oral and written SE to teach their children (including what structures when), and what pedagogical principles, approaches, and methods might be most effective in the attempt to teach SE at the different levels/stages of proficiency across the curriculum.

This course is designed to help teachers work out appropriate principles, approaches, and methods for teaching SE in situations such as Trinidad & Tobago where there is a closely related vernacular. It focuses on the learning of SE as a maturational and developmental process involving various successive developmental systems until command of different target (sub)systems is achieved.

Objectives:

Participants will be able to:

1. Appreciate the nature and function of language in general and language in the Caribbean in particular.
2. Appreciate that grammatical integrity does not depend on social attitudes and aesthetics.
3. Appreciate that learning/acquisition of SE is inescapably developmental on various grounds.
4. Identify learners' developmental systems and use a variety of approaches to analyse them.
5. Critique and develop instructional approaches and methods.
6. Formulate relevant principles of teaching/learning.
7. Develop effective teaching units on the structure and use of SE.
8. Develop effective mechanisms to evaluate and test learning.

Content:

- The nature and function of language.
- Language in the Caribbean context.
- First and second language acquisition.
- Learning a standard dialect.
- Language teaching theories and their implications for practice.
- Principles of language teaching.
- The content of the language arts curriculum.
- Curriculum resources and materials.
- Teaching comprehension, composition, and presentation of narrative, expository, and persuasive discourse through the language arts, separately and collectively.
- Principles of unit design.
- Language testing and evaluation.

ASSESSMENT

A research essay (40%) and a project (60%)

LEVEL: III

SEMESTER: II

COURSE CODE: EDLA 3319

COURSE TITLE: REFLECTION AND TEACHER

DEVELOPMENT IN LANGUAGE ARTS EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDLA1180 - DEVELOPING LITERACY ABILITY

COURSE DESCRIPTION: This course provides participants with an opportunity to reflect on their teaching experiences and continue the lifelong process of professional development. Participants will have the opportunity to examine and critically appraise perspectives on the nature of language, language education, and classroom instruction in the contexts of their own personal philosophies of language education and theories of learning. As participants frame and reframe their experiences, they should come to a deeper understanding of the social and institutional contexts that shape their practice and be empowered to make decisions that should improve practice as well as promote their own professional growth.

Objectives: Participants will:

1. Demonstrate proficiency in the use of the reflective process to analyse and improve their own practice;
2. Compare various models of effective language and literacy instruction;
3. Discuss the problems that may arise in sustaining a reflective habit;
4. Discuss similarities and differences between issues they face and those reflections on practice reported in the literature on primary language arts education;
5. Devise and evaluate approaches to address critical issues/problems in language education and language teaching in Trinidad & Tobago.

Content:

- Perspectives on the nature of language
- Reflection as inquiry into practice
- Contemporary views on language education and the application to classroom practice
- Issues in the language arts classroom
- Models of professional development
- Maintaining a reflective stance in the language arts classroom
- The process of journal writing and use of other reflective tools
- Planning for teacher reflection

ASSESSMENT

A Teaching Portfolio 100%

The portfolio is intended to illustrate the extent to which course objectives have been achieved, and to provide evidence of students' work as practitioners, along with self-evaluation of growth and development.

Justification for assessment: The nature of the course with its emphasis on the reflective process supports a portfolio assignment that captures both the processes and products of practice.

Methodology: Emphasis in this course will be on the writing process as a medium for reflection. Participants will (in addition to keeping a reflective journal) engage in electronic "journaling" with members of journal teams, using a "share, respond, re-evaluate" format. Delivery will be by interactive lectures, mini-workshops, discussions, student presentations, and peer teaching.

Bachelor of Education (Primary Education) - Mathematics

(NOT OFFERED 2013/2014)

COURSE LISTING

LEVEL I

SEMESTER

Course Code	Course Title	Credits
EDMA 1901	Teaching Mathematics at the Primary Level	3
EDMA 1902	Mathematics for Primary Teachers	3

LEVEL II

SEMESTER

Course Code	Course Title	Credits
EDMA 2901	Problem-solving in Mathematics	3
EDMA 2902	Teaching Mathematics to Children with Special Needs	3

AND a total of 6 credits from:

Course Code	Course Title	Credits
MATH 1140	Basic Introductory Mathematics	6
MATH 1150	Functions of Real Variables	6

LEVEL III

SEMESTER

Course Code	Course Title	Credits
EDMA 3901	Mathematics around us	6
EDMA 3902	Trends and Issues in Mathematics Education	3

AND one (1) of the following:

Course Code	Course Title	Credits
MATH 2100	Abstract Algebra	4
MATH 2110	Linear Algebra	4
MATH 2120	Analysis and Mathematical Methods I	4
MATH 2160	Analysis and Mathematical Methods II	4
MATH 2140	Introduction to Probability	4
MATH 2150	Introduction to Statistics	4

MATHEMATICS - COURSE DESCRIPTIONS

LEVEL: I

SEMESTER:

COURSE CODE: EDMA 1901

**COURSE TITLE: TEACHING MATHEMATICS AT THE
PRIMARY LEVEL**

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION:: The demands of the new social and world environment require that all individuals, as a basic Prerequisite for effective mathematical functioning, acquire an understanding of mathematical concepts, proficiency with skills, and a positive attitude to the subject. The foundation is laid, at the primary level, for this interaction with mathematics as a window to the world. In this course, participants will explore the development of concepts in the elementary mathematics curriculum. They will interpret the content of the primary mathematics curriculum beyond the confines of textbooks through explorations of strategies and activities aimed at fostering quality instruction and promoting meaningful learning experiences. Concept development is traced through the primary school, providing important insights for teachers. How children learn specific concepts and what can be done to motivate and support this learning are emphasised. Innovative teaching techniques are introduced. Mathematics manipulatives and other classroom materials are presented as a means of helping students acquire a solid understanding of mathematics.

Content:

- Foundations for effective instruction in primary mathematics
- Concepts and skills in primary mathematics
- Selecting and managing content and resources for mathematics instruction
- Exploring appropriate and effective teaching approaches
- Classroom assessment of mathematics learning
- Problem-solving in mathematics

ASSESSMENT

A written assignment (100%)

LEVEL: I

SEMESTER: II

COURSE CODE: EDMA 1902

COURSE TITLE: MATHEMATICS FOR PRIMARY TEACHERS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The course will develop teachers' knowledge of the mathematics needed to teach at the primary level. Participants will examine topics in the primary mathematics curriculum to develop meaningful understanding of key concepts using a problem-solving approach. Participants will explore the diversity of mathematics and develop quantitative skills and reasoning ability in their quest to develop mathematical thinking as a requisite for exemplary mathematics performance.

Objectives: Participants will:

1. demonstrate an understanding of the development of the topics in the primary curriculum
2. demonstrate an understanding of key concepts in the

- primary mathematics curriculum
3. examine and competently apply algorithms related to the above
4. be introduced to aspects of algebra and pre calculus that enhance the study of the above
5. apply concepts to real world situations through problem-solving activities
6. use calculators and technology to explore ideas in various topics.

Content:

- numeration systems
- equations and inequalities
- patterns
- systems of measurement
- area and perimeter
- volume and surface area
- describing and analysing data
- graphing data and making predictions
- sampling, predictions, and simulations
- plane figures
- symmetric figures
- polygons and tessellations
- space figures
- mappings

ASSESSMENT

A written examination (100%)

LEVEL: II

SEMESTER: II

COURSE CODE: EDMA 2901

COURSE TITLE: PROBLEM-SOLVING IN MATHEMATICS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course aims to assist students in developing mathematical problem-solving skills and in becoming independent learners. All too often emphasis in mathematics is on algorithms and their superficial application in artificial situations. Problem-solving should take the learner beyond routine textbook problems. The focus will be on mathematical reasoning. Class discussions and problem-solving sessions will help participants analyse and become aware of their mathematical power. In coming to value the experience of problem-solving, participants, as teachers, will appreciate the role of problem-solving in learning mathematics.

Objectives: Participants will:

1. examine the nature of problems and problem-solving
2. identify the steps in problem-solving
3. explore a variety of problem-solving strategies
4. engage in problem-solving
5. review the literature on problem-solving
6. develop instruments for assessing problem-solving
7. devise activities to motivate students to solve problems

Content:

- problem posing and problem-solving
- the goals of problem-solving
- problem-solving strategies
- models of problem-solving
- language and problem-solving

- assessing problem-solving
- factors affecting problem-solving success
- using technology to enhance problem-solving
- creating resources in the mathematics classroom to promote problem-solving

ASSESSMENT

3 problem-solving assignments	40%
1 written assignment	60%

LEVEL: II

SEMESTER: II

COURSE CODE: EDMA 2902

COURSE TITLE: TEACHING MATHEMATICS TO CHILDREN WITH SPECIAL NEEDS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: The course will challenge participants to acknowledge students' potential as they explore the various factors that can explain students' success or failure. In examining the factors, participants determine what strategies can be developed to lower students' fears, promote integrated learning, and build positive self-concept. Through a study of differentiated programmes, they evaluate how instruction can be structured to meet the widely varied needs of students in the classroom.

Objectives: Participants will:

1. Translate the goals of mathematics education into curricula for students with different needs
2. Discuss and advance strategies for helping students to become lifelong mathematics learners
3. Evaluate resources to promote learning in mathematics by students with differing learning needs
4. Use calculators and computers as resources to support mathematical learning
5. Develop appropriate assessments to evaluate progress and performance.

Content:

- Identifying the needs of students in mathematics classrooms
- Learning styles and mathematics performance
- Identifying the student with learning challenges in mathematics
- The remediation process
- Meeting the mathematical needs of academically gifted students
- Resources and mathematical activities to support different learners
- Differentiated assessment strategies

ASSESSMENT

A portfolio 100%
(Items to include an experiential assignment, reflective journal, annotated bibliographies, and sample materials).

LEVEL: III

SEMESTER: I

COURSE CODE: EDMA 3901

COURSE TITLE: MATHEMATICS AROUND US

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: "The more teachers know and appreciate mathematics, the more easily and effectively this knowledge and appreciation can be passed on to their students." The public at large thinks of mathematics as a sequence of basic facts and algorithms with little meaningful daily application in the world around us. This course will offer participants a view of mathematics as a lived experience. It will incorporate pedagogical innovations to build a community of learners, make students more adept problem solvers while improving mathematical thinking and communication as a requirement for substantial and well-targeted change in content and in classroom practices in elementary classrooms. The mathematics that will be discussed and discovered will require participants to be creative and innovative in recognising and interpreting sources of mathematics around them.

Objectives: Participants will:

1. Review the history of mathematics as it recounts mathematics as a lived experience
2. Investigate the environment for sources of mathematics
3. Explore the relationship of mathematics with other areas of study
4. Apply mathematical models to various daily activities in society
5. Use the calculator as a resource to support mathematical understanding
6. Utilise technology appropriately as a student and teacher to experience mathematics.

Content:

- The history of mathematics
- Myths in mathematics
- Mathematics in the society
- Careers in mathematics
- Mathematics in nature
- Making connections with mathematics and other subjects
- Mathematical modelling
- Mathematics and technology

ASSESSMENT

A project	60%
A media presentation	40%

LEVEL: III

SEMESTER:

COURSE CODE: EDMA 3902

COURSE TITLE: TRENDS AND ISSUES IN MATHEMATICS EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: The general literature and research on mathematics education worldwide draw attention to issues of gender, ethnicity, teacher preparation, educational environment, and resources as foremost in contributing to students' success, or failure, with mathematics. Additionally, in Trinidad & Tobago, there is a history of mathematics teaching that is textbook driven and chalkboard bound. This course is designed to facilitate a reflective inquiry and analytic approach to examining theory, practice, and research in mathematics education. It will provide the opportunity for discussion of current trends and issues to explore the status of mathematics in the school system.

Content:

- How students learn mathematics
- Gender and mathematics
- Goals of the mathematics curriculum
- The culture of mathematics classrooms
- Resources for teaching mathematics
- Student performance in mathematics
- Assessment in mathematics
- Other

ASSESSMENT: A written assignment (100%)

Bachelor of Education (Primary Education) - Science

(NOT OFFERED 2013/2014)

COURSE LISTING

LEVEL I

SEMESTER

Course Code	Course Title	Credits
EDSC 1106	Basic Concepts in Science	3
EDSC 1108	Teaching Science: An integrated approach	3

LEVEL II

Course Code	Course Title	Credits
EDSC 3418	Science Teaching in the Primary School	6
EDSC 2221	Mathematics for Science Teaching	3
EDSC 2220	Environment, Industry, and Ecosystems - Key Principles and Applications	3

LEVEL III

SEMESTER

Course Code	Course Title	Credits
EDSC 3307	Reflection and Teacher Development in Primary Science	3
EDSC 3404	Issues and Trends in Science Education and Science Curriculum	6
EDSC 3419	Science – An Integrated Approach	6

SCIENCE - COURSE DESCRIPTIONS

LEVEL: I

SEMESTER: I

COURSE CODE: EDSC 1106

COURSE TITLE: BASIC CONCEPTS IN SCIENCE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course is designed to strengthen teachers' conceptual understanding of fundamental concepts in science. The aim is also to provide them with a holistic view of these concepts, and thus develop facility in making links in the content of the primary science curriculum. It should provide the knowledge base to enable teachers to make informed decisions about the selection and design of learning experiences, and provide opportunities for inquiry and the acquisition of experiential evidence.

Objectives: Participants will:

1. Compare theories on the origin of the earth;
2. Discuss the structure of the earth and its place in the universe;
3. Relate the principles of classification to the form and function of living organisms;
4. Discuss the properties and behaviour of water and its role in the environment;
5. Describe the structure, properties, and behaviour of the atom;
6. Use the mole as a quantity of measure in chemical reactions;
7. Explain patterns and trends in the behaviour of elements in the periodic table;
8. Discuss forms of energy and their inter-conversion;
9. Collect and interpret various forms of empirical data.

Content:

- Earth and the universe
- Living things
- Matter and energy

ASSESSMENT

Practical examination 40% Written examination 60%

LEVEL: I

SEMESTER: II

COURSE CODE: EDSC 1108

COURSE TITLE: TEACHING SCIENCE – AN INTEGRATED APPROACH

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The distinctive characteristics of science have implications for the way in which it is to be taught. Teachers need to explore the complex issues of this component of the school curriculum in order to make informed decisions about content, skills, and attitudes to be developed, and strategies to be employed. This course is designed to give teachers an overview of primary science curricula, and to help them develop an understanding of children's learning in science. It should also help teachers develop competence in the use of a range of teaching strategies.

Objectives: Participants will:

1. Articulate the theory and philosophy that inform their classroom practice;
2. Discuss competing views of the nature of science and the implications for the teaching of science;
3. Relate the goals of primary science education to global goals of science education and to the national goals of education in Trinidad & Tobago;
4. Apply principles of learning theories to the science classroom;
5. Demonstrate competence in the use of a range of approaches to science teaching and instruction.

Content:

- Nature of science and scientific inquiry
- Science education as part of general education in the primary school
- Aims and objectives of primary science education
- Implications of learning theories for primary science
- Approaches to primary science teaching

ASSESSMENT

Written assignment (100%)

LEVEL: II

SEMESTER: I

COURSE CODE: EDSC 2220

COURSE TITLE: ENVIRONMENT, INDUSTRY AND ECOSYSTEMS – KEY PRINCIPLES AND APPLICATIONS

NUMBER OF CREDITS: 3

PRE-REQUISITES: EDSC 1106 - BASIC CONCEPTS IN SCIENCE

COURSE DESCRIPTION: This course is designed to introduce students to the interaction between the biotic and abiotic environments, the benefits and challenges of some select industrial processes and the impact of these processes on the environment. The focus will be on the basic scientific principles underlying mining and refining of minerals, the production of electrical power, the energy flow through ecosystems and some of the common cycles in nature. Ultimately this course will provide Primary School and Lower Secondary teachers with the basic scientific background they need to begin to function effectively as science teachers. This course aims to contextualise science within experiences occurring in man's everyday life and in industrial activities. The course also aims to provide students with opportunities to engage in practical work, thereby facilitating the development of basic and integrated process skills. Exposure to this course will facilitate meaningful conceptual understanding of science. Accordingly, students will develop the knowledge and skills required to make informed decisions regarding the selection and design of learning experiences in the science classroom.

GENERAL OBJECTIVES

Students will:

1. Appreciate the interrelationship between the biotic and abiotic environments
2. Assess/evaluate the impact of man's activities on the environment
3. Analyse the benefits and challenges of selected industrial processes

4. Develop competencies in practical investigations related to environment and industry
Collect and interpret various forms of empirical data in relation to the environment and industry

Content Areas

Interaction between the biotic and abiotic environments.

- Energy flow in ecosystems – Habitats, food chains and food webs
- Carbon and nitrogen cycles
- Seasons, weather, climate
- Static electricity, sound, light, lightning, thunder
- Harnessing energy from the ocean
- Impact of man's activities on the environment (climate change, pollution, industrialisation – aesthetic and economic)

Industrial processes - benefits and challenges

- Chemical and physical principles: rates of reaction, redox, polymerisation, and physical separation techniques
- Production of electricity (solar, hydro, geothermal, nuclear)
- Fusion, fission, radioactivity
- Effects of radiation on man

Impact of industrial processes on the ecosystems/ environment (acid rain, greenhouse effect, industrialisation).

ASSESSMENT

Coursework	40%
In-course test	40%
Practical examination	20%

LEVEL II

SEMESTER: I

COURSE CODE: EDSC 2221

COURSE TITLE: MATHEMATICS FOR TEACHING SCIENCE

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course is designed to give students an understanding of basic mathematical principles and introductory statistical tools relevant for application in science education and related fields. The application of quantitative principles in familiar science and education-related situations will be emphasised. Although the course comprises three components - **Mathematics**, **Measurement**, and **Statistics**, it has as its underpinning theme, equipping the teacher of science with the tools necessary for a better working knowledge and appreciation of science and aspects of measurement in education. Delivery will be through interactive lectures, group work, and analysis of scenarios.

CONTENT

Mathematics

- Numbers
- Logarithms
- Algebra
- Functions and their Graphs Measurement
- Principles of measurement
- Units of measurement and conversion among units* (*treat in tandem with numbers)
- Discrete, continuous values* (*treat in tandem with numbers)
- Error, accuracy, approximation and precision Statistics
- Descriptive statistics

- Probability
- Populations and sampling
- Basic inferential statistics (one-sample, two-sample problems)

ASSESSMENT

Coursework	40%	In-course test	60%
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LEVEL: II

SEMESTER:

COURSE CODE: EDSC 3418

**COURSE TITLE: SCIENCE TEACHING IN THE
PRIMARY SCHOOL**

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: This course has the following objectives: to develop understanding of the dynamics of teaching science at the primary level; to develop skill in developing instructional activities for attainment of science concepts by children at the primary level; to develop skill in integrating science concepts with other subject areas in the primary level syllabus; and, to develop confidence in teaching science to children at the primary level.

Content: Learning theories; nature of science and implications for primary science education; science concepts; from children's science to scientists' science; language in the science classroom; principles of evaluation applied to science; assessment of concepts and processes; and, developing and assessing attitudes in and towards science.

ASSESSMENT

A written assignment 100%

LEVEL: III

SEMESTER: II

COURSE CODE: EDSC 3307

**COURSE TITLE: REFLECTION AND TEACHER
DEVELOPMENT IN PRIMARY SCIENCE EDUCATION**

NUMBER OF CREDITS: 3

**PRE-REQUISITES: ED34D - ISSUES AND TRENDS IN
SCIENCE EDUCATION AND SCIENCE CURRICULUM**

COURSE DESCRIPTION: This course provides participants with an opportunity to reflect on their teaching experiences and continue the lifelong process of professional development. Participants will have the opportunity to examine and critically appraise perspectives on the nature of science, science education, and classroom instruction in the contexts of their own personal philosophies of science education and theories of learning. As participants frame and reframe their experiences, they should come to a deeper understanding of the social and institutional contexts that shape their practice and be empowered to make decisions that should improve practice as well as promote their own professional growth.

Objectives: Participants will:

1. Demonstrate proficiency in the use of the reflective process to analyse and improve their own practice;
2. Compare various views on the nature of science;
3. Integrate perspectives from contemporary science education literature and theories of learning into their practice;

4. Discuss similarities and differences between issues they face and those reflections on practice reported in the literature on primary science education;
5. Devise and evaluate approaches to address critical issues/problems in science education and science teaching in Trinidad & Tobago

Content:

- Perspectives on the nature of science
- Reflection as inquiry into practice
- Contemporary views on science education and the application to classroom practice
- Issues in the science classroom
- Models of professional development
- Science education in an era of educational reform in Trinidad & Tobago
- Values and ethics in science teaching and learning

ASSESSMENT

A Teaching Portfolio	100%
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The portfolio is intended to illustrate the extent to which course objectives have been achieved, and to provide evidence of students' work as practitioners, along with self-evaluation of growth and development.

Justification For Assessment: The nature of the course with its emphasis on the reflective process supports a portfolio assignment that captures both the processes and products of practice.

Methodology: Emphasis in this course will be on the writing process as a medium for reflection. Participants will (in addition to keeping a reflective journal) engage in electronic "journaling" with members of journal teams, using a "share, respond, re-evaluate" format. Delivery will be by interactive lectures, mini-workshops, discussions, student presentations and peer teaching.

LEVEL: III

SEMESTER: I

COURSE CODE: EDSC 3404

**COURSE TITLE: ISSUES AND TRENDS IN SCIENCE
EDUCATION AND SCIENCE CURRICULUM**

NUMBER OF CREDITS: 6

PRE-REQUISITES:

COURSE DESCRIPTION: The differing conceptions of curriculum have varying implications for curriculum development, design and delivery. This course is based on a view of curriculum as the interaction between teacher, learner, subject matter and milieu. The curriculum is seen as being responsive to social demands resulting in changes in these four 'common places' of curriculum. Students will be led to explore some of the current issues and trends in science education and to view these as responses to changes in society and in our understanding of the needs of learners. The course is designed to develop an awareness of various conceptions of curriculum and their implications for curriculum development and enactment; develop awareness of some current issues and trends in science education and their implications for primary science teaching; and, to enable students to appraise these trends and to make decisions about their relevance to science teaching in the Caribbean region.

Content:

Conceptions of curriculum; implications of these conceptions as they relate to science curriculum; issues and trends in science education.

ASSESSMENT

A written paper on some aspect of primary science education. (100%)

LEVEL: III

SEMESTER: II

COURSE CODE: EDSC 3419

**COURSE TITLE: SCIENCE – AN INTEGRATED APPROACH
NUMBER OF CREDITS: 6**

**PRE-REQUISITES: EDSC 2220 ENVIRONMENT, INDUSTRY
AND ECOSYSTEMS – KEY PRINCIPLES AND
APPLICATIONS, EDSC 2221, MATHEMATICS FOR
TEACHING SCIENCE**

COURSE DESCRIPTION: This course is designed to give students an understanding of how processes and systems operate across the science disciplines. The focus will be on micro and macro relationships in both living and non-living systems. At the end of this course, students would have developed the knowledge and skills required to make informed decisions regarding the selection and design of learning experiences in science that reflect an integrated approach.

General Objectives: Students will:

1. Critically analyse structure/function relationships with reference to biomolecules, cells, and systems
2. Apply the law of conservation of energy to physical and biological systems, such as friction and lubrication in machines and joints, and biochemical reactions
3. Demonstrate understanding of the role of the sun as the ultimate source of energy, and the potential of solar

energy as a viable renewable source of energy

4. Explain the principles of electrical circuitry in physical and biological systems

Apply basic principles of equilibrium and gravity to the design and operation of simple mechanical devices in living and non-living systems

Content

Structure/Function Relationships

- Cell structure and function
- Biomolecules in cells
- Enzymes
- Transpiration
- Transport

Energy in Living and Non-living Systems

- Friction and lubrication in machines, joints, surfaces and effects on velocity and pressure
- Bioenergetics
- Photosynthesis, respiration, pyramid of energy
- Fossil fuels, wind energy, solar panels, photovoltaic cells (applications such as calculators and solar cookers)
- Role of lenses (e.g. eye) and impulse transmission (applications such as ECGs and EEGs)

Equilibrium and Gravity

- Equilibrium applications of Newton's laws of motion, forces in equilibrium, stable, unstable and neutral equilibrium; simple machines and levers
- Centre of gravity/mass in relation to stability of objects at rest and bodies in motion
- Apparent weightlessness, artificial gravity and free fall in relation to objects on earth as well as satellites of earth

ASSESSMENT

Coursework	40%
In-course test	40%
Practical examination	20%

Bachelor of Education (Primary Education) –Social Studies

(NOT OFFERED 2013/2014)

COURSE LISTING

LEVEL I

SEMESTER

Course Code	Course Title	Credits
EDSS 1201	The Teaching of Social Studies I	3

A total of 3 credits from any of:

HIS1001	The Caribbean World to C.AD 1600 (Semester I)	3
GOVT 1000	Introduction to Politics I	3
SOCI 1002	Introduction to Sociology I	3
PSYC 1003	Introduction to Psychology	3

LEVEL II

SEMESTER

Course Code	Course Title	Credits
EDSS 2219	Gender, Kinship, Ethnicity and Social Class	3
EDSS 2220	The Economy and Social Life in Trinidad & Tobago	3
EDSS 2906	Teaching Geographical Skills	3
EDSS 2502	The Historian's Sources and Classroom Teaching	3

LEVEL III

SEMESTER

Course Code	Course Title	Credits
EDSS 3107	Teaching for Choices and Decisions	3
EDSS 3108	Social Explanation and the Teaching of Social Studies	3
EDSS 3120	Environmental Systems	3

A total of 3 credits from any of the following, once Pre-requisite needs are met:

Course Code	Course Title	Credits
HIST 3001	History of Trinidad & Tobago (Semester I)	3
SOCI 3002	Sociology of Education I	3
SOCI 3028	Caribbean Social Structure I	3
SOCI 3031	Sex, Gender and Society	3

SOCIAL STUDIES - COURSE DESCRIPTIONS

LEVEL: I

SEMESTER: II

COURSE CODE: EDSS 1201

COURSE TITLE: THE TEACHING OF SOCIAL STUDIES I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course helps teachers to prepare for social studies teaching. The teaching of social studies is compulsory at the primary level and up to Form 3 at the secondary level in the schools of Trinidad & Tobago. The introduction of social studies into the school curriculum has not been accompanied however by sustained programmes geared to familiarise and/or update teachers in the needed content and skills demanded of those who must teach the subject. ED45D, ED45E, ED45F and ED45G are a programme of courses geared to fill these needs in social studies teaching.

Content: The nature of social studies, curriculum organisation, characteristics of effective teaching and planning, writing instructional objectives, evaluation of student learning, methods of teaching map and graphicacy skills, concept attainment strategies, questioning and discussion, small groups, and values and attitudes.

ASSESSMENT

One assignment (75%) and a Practicum (25%)

LEVEL: II

SEMESTER:

COURSE CODE: EDSS 2219

COURSE TITLE: GENDER, KINSHIP, ETHNICITY AND SOCIAL CLASS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: For a stable polity, citizens need to be capable of understanding the differences that exist among them. This understanding of difference is a necessary preliminary to toleration. Social Studies teaching can both articulate (through the terminology of the human sciences) and help to explain (through social theory) these differences. The difficulty is to present the abstract concepts of the social sciences in a sufficiently concrete manner, such that pupils at the primary school can acquire a non-trivial understanding appropriate to their future citizenship. This course, concentrating on the development of few central differences to be found in Trinidad & Tobago, attempts to enable students to carry out this task in their primary school classrooms.

Content: Examine concepts of gender, kinship, ethnicity and social class in relation to Amerindian society; slave society; plantation life after emancipation; and, the post-independence era. Compare current conflicting theories of explanation related to these concepts.

ASSESSMENT

Two in-course tests (60%) and one written assignment (40%).

LEVEL: II

SEMESTER: II

COURSE CODE: EDSS 2220

COURSE TITLE: THE ECONOMY AND SOCIAL LIFE IN TRINIDAD & TOBAGO

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: A major aim of Social Studies teaching is to address aspects of social life in ways that capture their relatedness. Social Studies teachers must therefore possess a critical awareness and understanding of the relationships among social institutions if this aim is to be achieved. This course addresses this concern. It is designed to develop a critical awareness and understanding of the significance of the economy for social life in Trinidad & Tobago in the period after 1950.

Content: Concepts such as the New Global Economy and the Information Age, human resource development, the private sector, the market, the economy, work and work ethic, education, income distribution, wealth and poverty.

ASSESSMENT

Two in-course tests (50%) and one written assignment. (50%)

LEVEL: III

SEMESTER: I

COURSE CODE: EDSS 2502

COURSE TITLE: THE HISTORIAN'S SOURCES AND CLASSROOM TEACHING

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: Historians use a wide variety of human artefacts as sources of information from which to construct accounts of changes in the past. The course is aimed at introducing varied types of sources to teachers to show how these can be used in the classroom and on educational visits outside the classroom to acquire knowledge of methods of investigation and knowledge of historical events. Problems of description, dating, interpretation, and evaluation will be discussed. These activities will be directed especially to the understanding of the history of Trinidad & Tobago, to the history of the district in which the school is located, and also the history of the wider region of the Caribbean.

Objectives:

Participants will:

1. Identify and explain historians' uses of a variety of sources relevant to the history of Trinidad & Tobago;
2. Make use of varied sources in their classroom teaching;
3. Evaluate controversies related to the justification of historians' claims about the past.

Content:

- The elusive past: relating presently observable objects to unobservable past events
- Pictorial sources: maps, paintings, photographs, movies, etc.
- Material sources: natural objects used by humans, tools, machines, household implements, etc.
- Buildings: houses, churches, schools, mills, etc.
- Statistical sources: government and other publications

- Oral sources
- Textual sources: unpublished and published sources
- Fact, fiction, and the truth of history

Methodology

Workshops; seminars; classes.

Assessment

1. Development of teaching materials using pictorial, textual and statistical sources 20%
2. Report of a student project using sources from outside the school 80%

LEVEL: II

SEMESTER:

COURSE CODE: EDSS 2906

COURSE TITLE: TEACHING GEOGRAPHICAL SKILLS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: In this course a range of geographic skills of utility to Social Studies teachers at all levels, are introduced, with practical examples for the student to master. Associated teaching methodologies and potential classroom problems are discussed.

Content: Skills related to the reading and interpretation of Caribbean topographical and atlas maps - the concept of a map, different types of maps; map skills; topographic maps: direction and location, bearings, grid references, the concept of scale; measuring distance; contour lines - recognising simple features; orienting a map in the field; gradients, cross-sections, settlement patterns on maps, relief, drainage, communications and settlement. Skills related to the Earth's shape and movement - latitude, longitude, projections, time zones. Skills involved in transforming statistical data into graphics - bar, line and curved graphs, clock graphs and pie charts; two- and three-dimensional maps, diagrams and dynamic and flow maps; symbol maps (weather maps), pictograms, dot maps and line maps; and, Skills related to sketching, sketch map construction and drawing diagrams for classroom use.

ASSESSMENT

Two written assignments (60%) and an in-house examination (40%).

LEVEL: III

SEMESTER: II

COURSE CODE: EDSS 3107

COURSE TITLE: TEACHING FOR CHOICES AND DECISIONS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: One purpose of the teaching of social studies is to enable students to think about how they should make choices and decisions in their lives. The overall aim is the enhanced thoughtfulness of future parents, workers, and citizens.

Objectives: Participants will:

1. Study practical reasoning and theories of choice relevant to the classroom teaching of decision-making at home, in the family, in school, at work, and as citizens;
2. Using a variety of media, compose dilemmas and problems for the practice of decision-making as part of classroom teaching;
3. Make use of written and oral dialogues for the expression of dilemmas requiring choices and decisions.

Content:

- Personal [prudential] planning
- Strategic planning among co-operators and competitors
- Bargaining
- Markets and their failures
- Conventions, rules, institutions
- Public choice and electoral systems

Methodology

Workshops; seminars; classes.

ASSESSMENT

- | | |
|--|-----|
| 1. Two tests (20 % each) | 40% |
| 2. Project involving development of teaching materials | 60% |

LEVEL: III

SEMESTER: I

COURSE CODE: EDSS 3108

COURSE TITLE: SOCIAL EXPLANATION AND THE TEACHING OF SOCIAL STUDIES

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: Explaining why social changes take place, why certain types of social groups exist, why certain institutions and practices are maintained is a part of any teaching of social studies. Implicit in any explanation are particular concepts and theories. In the social sciences these forms of explanation are often contradictory. At primary level, teachers will not be teaching these different theories and explanations in class. However, these theories and explanations are unavoidably implicit in their teaching.

Objectives: Participants will:

1. identify the presuppositions of their own teaching;
2. evaluate how forms of social explanation have significant implications for views of religion and human nature (free will, agency, rationality, etc.);
3. consider how students, even at the primary level, may begin to be made aware of some of these issues in relation to their own social life in Trinidad & Tobago.

Content:

- explanation: its nature and purpose
- explanatory narrative: geological, biological, historical
- rational action explanations
- hermeneutic interpretations of human conduct
- socio-structural explanation
- socio-biology and evolutionary psychology: natural selection as explanation
- theistic explanation: divine intervention in human affairs
- review: primary school teaching and the metaphysics of social thought

Methodology

Classes and seminars.

ASSESSMENT

- | | |
|--|-----|
| 1. A critical study of a work of social theory and its application to the teaching of social studies | 60% |
| 2. Development of teaching materials using different forms of explanation | 40% |

LEVEL: II

SEMESTER: I

COURSE CODE: EDSS 3120

COURSE TITLE: ENVIRONMENTAL SYSTEMS

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: One of the most dynamic aspects of Social Studies education at any level is the study of ways in which people and environments interact as attempts are made to modify the landscape. Environmental systems are in a continuous state of flux because of both physical and human influences. Teachers of Social Studies at the primary and lower secondary levels need to develop an awareness of this changing nature of the environment and how and why physical and human phenomena have together shaped the present form of particular places. The local case study of specific sites provides an immediate avenue for creating this awareness. However environmental issues are both local and global concerns. A basic understanding of concepts attained while researching the local case study will help the teacher to recognise and address the issues at both levels. Additionally the study of places is only made complete through a study of related map and globe skills used to judge the significance of the particular locations or places.

Objectives: Participants will be able to:

1. Understand how internal tectonic forces form the major physical landforms and influence the distribution of natural resources.
2. Use maps to locate and explain earthquake and volcanic hazards in the Caribbean and at home.
3. Recognise the interrelationship between tectonic forces that construct and denudational forces that reduce landforms in the Caribbean.
4. Appreciate the need for small island developing states (SIDS) to build sustainability in their use of resources such as soils, water and natural vegetation.
5. Evaluate the effectiveness of specific attempts to preserve the natural environment in the local community.

6. Explain the concept of Central Places as an explanation for the distribution of towns and villages in Trinidad.
7. Identify favourable contributing factors and predict how a village may progress through development stages to become a major city.
8. Evaluate the need for support services and how these may change as the population in towns and villages undergoes change and development.

Content: Module 1 is based on the physical environment. It explains how the earth is shaped through tectonic and denudative forces and explores measures taken to mitigate against natural hazards in the Caribbean. This is followed by an understanding of the need for Small Island Developing States, such as Caribbean countries, to guard against the effects of pollution and practise conservation of their resources including water, soils and natural vegetation. Module 2 is based on the built-up environment. The Central Place Theory is used to explain the development of towns and villages in Trinidad or Tobago. The specific changes in the larger growth centres in Trinidad are tracked over the last twenty years examining factors that have contributed to their development including population growth, migration, accessibility, communication and transport.

Recurring Concepts: Landform, location, site, situation, diffusion, density, relief, natural resources, urbanisation, accessibility, communication, transportation, population growth, change, inertia, migration, range of a good, community, village, hamlet, conurbation, city, metropolis, megalopolis, necropolis, aerial differentiation, spatial differentiation

ASSESSMENT

Two written assignments of equal weighting on each module. – (100%)

Bachelor of Education – Online Primary (Language Arts) (NOT OFFERED 2013/2014)

The B. Ed. Online Primary (Language Arts) programme is offered by the School of Education in partnership with the UWI Open Campus (UWIOC). The programme is offered to all UWIOC countries across the region. Currently, students are located in several countries including St. Lucia, St. Vincent, Grenada and Montserrat. Online tutoring is the main mode of delivery in all of the courses.

LEVEL I SEMESTER

Course Code	Course Title	Credits
EDLA 1180	Developing Literacy Ability	6
EDFA 1401	Schooling, Personal and Social Development	3
EDRS 1402	School and Classroom Research	3
EDEA 1410	School and Classroom Management	6
EDMA 1721	Mathematics Appreciation	3
EDTL 1720	Instructional Design	3

LEVEL II SEMESTER

Course Code	Course Title	Credits
EDLA 2104	The Teaching of Language Arts in the Primary School	3
EDLA 2113	The Teaching of Literature	3
EDLA 2105	Language Structure Content of English Teaching	3
EDLA 2106	The Language Use Content of Teaching English	3
EDCU 2013	Introduction to Curriculum Studies	3
EDFA 2401	Cultural Diversity, Citizenship and Schooling I	3
EDME 2006	Classroom Testing and Evaluation	3
EDFA 2402	Cultural Diversity, Citizenship and Schooling II	3
GEND 2013	Men and Masculinities in the Caribbean	3

LEVEL III SEMESTER

A total of twelve (12) credits from the following courses

Course Code	Course Title	Credits
EDLA 3112	Literature for Children	3
EDLA 3113	The Structure of Creole	3
EDLA 3111	Principles, Approaches and Methods in Teaching Standard English in the Caribbean	3
EDLA 3319	Reflection and Teacher Development in Language Arts Education	3
EDEA 3870	Field Study	6
EDTK 3202	Use of Media and Production of Educational Materials	3
THEA 3301	Theory and Practice of Educative Theatre I	3
EDFA 3201	The Challenge of Human Development	3
EDTL 3701	Diagnosis and Remediation: Reading, Writing and Mathematics	3

Bachelor of Education – Physical Education

(NOT OFFERED 2013/2014)

Aims: The programme is designed to provide you with opportunities for learning about teaching physical education as we understand it today. We will be presenting you with opportunities to question your own and others' practice in the light of the most recent research and ideas about physical education. Students in this programme will arrive with a considerable amount of experience which needs to be shared, debated and tested and we aim to help you do this within a theoretical framework that is informed by recent research. By the end of the programme you should be able to understand why you teach as you do and be able to continually investigate more effective ways of helping your students to learn.

Structure: One of the innovative approaches in this programme is the Reflective Practice module which starts at the beginning of the three years and continues until the end. It is designed to provide a continuous thread throughout the programme and to help you make sense of all your learning. All of the usual requirements of professional reflective practice – reviewing, planning, acting and reviewing again – occur in continuing cycles. The reviewing will include making use of feedback that you receive about your progress in the programme and you will be assessed on your ability to demonstrate how you have made use of this information. For each block of teaching there will also be an integrated assignment; seven integrated assignments in total. This will require you to think holistically about the modules that you have been studying throughout the semester. In each block of teaching there will be three modules that will contribute to your integrated assignment. The blocks will contain a theory module, a skill acquisition module and a pedagogy module. The assignment will ask you to indicate how you understand the relationships between these three areas and the marks you achieve in these assignments will be summative. If you have gained exemption from a module because you have already studied the subject to a high level, you will still be expected to use your knowledge to complete the assignment which will contribute marks to the Reflective Practice module.

The modules which encompass this degree programme are as follows:

Course Code	Course Title	Credits
EDCU 2013	Introduction to Curriculum Studies	3
EDEA 3870	Field Study	6
EDFA 1401	Schooling, Personal and Social Development	3
EDEA 1410	School and Classroom Management	6
EDFA 2401	Cultural Diversity, Citizenship and Schooling I	3
EDFA 2402	Cultural Diversity, Citizenship and Schooling II	3
EDME 2006	Classroom Testing and Evaluation - Basic	3

EDRS 1402	School and Classroom Research	3
EDTK 3202	Use of Media and Production of Educational Materials	3
EDTL 1720	Instructional Design I	3
FOUN 1001	English for Academic Purposes	3
FOUN 1101	Caribbean Civilisations	3
FOUN 1210	Science, Medicine and Technology in Society	3
PYED 1003	Functional Anatomy	3
PYED 1004	Fundamentals of Physical Education	3
PYED 2001	Skill Acquisition: Target / Field Games	3
PYED 2002	Skill Acquisition: Invasion Games	3
PYED 2003	Psychology of Physical Activity	3
PYED 2004	Physical Activity and Health	3
PYED 2005	Physiology of Physical Activity	3
PYED 2006	Skill Acquisition: Gymnastics & Dance	3
PYED 2007	Skill Acquisition: Track and Field Activities	3
PYED 2008	Skill Acquisition: Aquatics	3
PYED 2009	Skill Acquisition: Net/Wall Games	3
PYED 2010	Skill Acquisition: Adventure Education and Contemporary Activities	3
PYED 2011	Biomechanics	3
PYED 2012	Motor Control and Learning	3
PYED 3004	Reflective Practice	3

PLEASE NOTE:

Final details of these modules and their timetabling will be made available to you in time to allow you to organise yourself. Broad outlines may be found in Section Three.

The following courses would contribute to the degree classification.

LEVEL II

Course Code	Course Title	Credits
PYED 2011	Biomechanics	3
PYED 2012	Motor Control and Learning	3
PYED 2003	Psychology of Physical Activity	3
PYED 2004	Physical Activity and Health	3
PYED 2005	Physiology of Physical Activity	3
EDCU 2013	Introduction to Curriculum Studies	3
EDME 2006	Classroom Testing and Evaluation – Basic	3
PYED 2001	Skill Acquisition: Target/Field Games	3
PYED 2002	Skill Acquisition: Invasion Games	3
PYED 2006	Skill Acquisition: Gymnastics and Dance	3
PYED 2007	Skill Acquisition: Track and Field	3
PYED 2008	Skill Acquisition: Aquatics	3
PYED 2009	Skill Acquisition: Net/Wall Games	3
PYED 2010	Skill Acquisition: Adventure Education and Contemporary Activities	3

LEVEL III

Course Code	Course Title	Credits
PYED 3004	Reflective Practice	3
EDEA 3870	Field Study	6

All of the modules in Levels 2 and 3 that contribute towards the degree classification will be assigned the following weightings:

- Skill Acquisition courses are weighted x 1
- All other Level 2 courses are weighted x 2
- Reflective Practice and Field Study are weighted x 3

Timetabling of modules

We will have several international experts coming to Trinidad & Tobago to teach the programme initially. Whilst this is exciting in that it will provide you with an excellent programme, it provides us with some logistical problems. Juggling your availability, as full-time teachers, with that of the expert lecturers and professors, who also have teaching commitments at home, is a challenge for us all. Modules will, therefore, be taught in various modes. A few will be taught in the evenings over five weeks. Others will use a combination of evenings and Saturdays, whilst some will be taught in full days for a week or half days over two weeks. Often you will be expected to study during vacation time. It is important that you highlight any potential problems with such scheduling in plenty of time. If you don't tell us about problems, we will not be able to help you sort them out.

Other aspects of the programme

Given the geographically dispersed nature of the student group in this programme, we have a number of strategies for ensuring that everyone can gain access to the resources they need.

The first of these is the requirement that you will have a laptop computer that meets certain specifications. You will each have a UWI email address and so communication with each other and with staff should be straightforward. You will have access to a student loan in order to purchase a laptop computer, details of which will be provided at orientation.

You will also be offered the opportunity to work within a learning community that will be organised at orientation. These communities will, in the first instance, be geographically based so that you can meet physically with your group between class hours. The group will have telephone conferencing facilities and a Moodle site through which information and ideas can be shared with others in the group. Each group will also be allocated a member of staff who can provide support. The groups will be self organising and not monitored or led by any one person. Learning communities are a tool which can be used to share skills and ideas and not a means of assessing its members.

A representative from your group will be invited to contribute to the regular evaluation meetings that will be organised by the University's Instructional Development Unit (IDU). This will involve meetings at the University which will, whenever possible, occur at times when you are in St.

Augustine to attend classes. Other support will be provided for Information Technology. At orientation or soon after, those whose skills in Information Technology are lacking or rusty will be offered support to upgrade them. Information Technology experts will be employed to provide you with ongoing advice and guidance.

Our responsibilities

As a teaching and administration team we are committed to providing you with a stimulating learning environment which provides support for you to progress through the three levels of the degree scheme. We have worked hard to create structures and mechanisms that should allow you to make the best use of this opportunity and we will be constantly listening to your suggestions about how these can be improved. Regular reviews of the programme will enable us to adjust processes as we go along and, with your help, we will deliver a high quality programme for you.

Your responsibilities

You have many responsibilities, some of which are indicated below. We expect you to:

- Be fully engaged with all the opportunities for learning that are offered;
- Be open to new ideas especially when they challenge your existing knowledge, understanding and practice;
- Contribute effectively to your learning community;
- Ensure that you have all of the information that you need to be able to progress successfully;
- Organise your time effectively;
- Communicate with us when you need something or feel that there is a problem or have something to celebrate;
- Engage fully with teacher and module evaluation procedures so that we can all benefit from your opinions

SECTION 2: PROGRAMME REQUIREMENTS

Registration

You need to ensure that you are registered for all of the modules that you are required to follow, and know when and where these will be taught. If you have been awarded exemption from any Physical Education or Education modules, please remember that you must still complete the integrated assignment for the portfolio which will incorporate material from the exempted module. It is your responsibility to make sure that you are not detrimentally affected by not studying the module.

Marks and Grades - See Faculty Regulations

IMPORTANT REGULATIONS

Submitting assessed work

- We distinguish between formative and summative assessments in this programme. All summative assessments must be completed if you are to pass the module. Some formative assessments may also be declared as mandatory for a pass mark although the grade they are given does not contribute to the overall module grade.
- Unless otherwise stated by the lecturer, all written work

should be word processed. You will be informed of the specific criteria for each piece of work by the module lecturer at the start of the module.

- Work must be submitted before or at the latest by, 5 p.m. on the day of the deadline that you are given. Work which is submitted after this time will be considered to be a late submission. There may be occasions when work has to be posted. The postmark must be, at the latest that of the deadline date. If you are posting work, please obtain a certificate of postage. In some cases work may be emailed. The date and time of the sending of the email will be recorded in the office and you too should keep a copy of this sent mail.
- Wherever possible, each piece of work should be submitted with a Feedback Sheet attached. This will be used by the person marking your work to give you feedback to which you must respond in your portfolio.
- If you know that you are going to have problems submitting work on time, please inform us as soon as possible. There are very few exceptions made to the rule that work must be submitted on time. In the case of illness, you should note the Faculty Regulations below.

Medical Certificates - See Faculty Regulations

Regulations with Respect to Absence from Coursework Test - See Faculty Regulations

Plagiarism - See Faculty Regulations

SECTION 3: PROGRAMME SPECIFICATIONS AND MODULE OUTLINES

Programme Specifications

Main Educational Aims:

- to develop the capability of students to acquire and communicate a dynamically changing theoretical perspective of physical education which is supported by a current evidence based understanding of relevant sciences, pedagogy, and physical activity, sport and exercise content;
- to provide students with the intellectual and practical skills that will enable them to ask relevant questions in the study and practice of teaching physical education and apply appropriate research skills to the answering of those questions;
- to enable students to apply their skills as teachers to work collaboratively within the school system and the wider community;
- to enable students to engage in lifelong learning to develop their capabilities as teaching professionals through new experiences.

Intended Programme Outcomes

This BEd programme is designed to produce competent, confident, professional secondary physical education teachers who will be able to:

- demonstrate and discuss from a human movement perspective, the major aspects of motor skill acquisition;

the mechanical principles of movement, musculoskeletal functioning and injury; and the content of physical activity, sport, and exercise.

- identify, from a physiological perspective, the major systems within the body that affect or are affected by physical activity, sport and exercise and
- be able to articulate how these might vary across individuals or environments; and how changes across the lifespan affect physical health, growth, and development.
- from a psychological perspective, recognise reasons people take part in physical activity and sport, how participation is maintained, how participants respond, and what strategies might be applied to enhance performance.
- articulate the rules, skills, strategies, and ethos of physical activity, sport, and exercise.
- integrate content knowledge of physical activity, sport, and exercise, the scientific bases of performance, and social and psychological influences on performance into teaching adolescents.
- competently perform a wide variety of physical activities, sports, and exercise forms, demonstrating sound scientific techniques and strategies.
- hypothesise and test relationships using current knowledge of motor skills and behaviour to inform the process of teaching.
- Use research methodologies and theoretical underpinnings of teaching from scientific, pedagogical, and content knowledge sources to interpret and critically evaluate new information.
- discuss and evaluate autonomous and reflective practice in research and teaching.
- communicate effectively in oral and written presentations to varied audiences.
- utilise information technology to gather information, handle data, and present visual material.
- apply knowledge and understanding to solve problems effectively.
- contribute appropriately to collaborative activities in classroom, school, and community contexts.
- creatively apply information technology skills in teaching.

Module Outlines

Please note that this information is subject to modification. Final module outlines will be given to you at the start of each module.

Skill Acquisition Courses

Rationale

During each of the six (6) semesters of the Bachelor of Education Degree in Physical Education - Secondary, students will be taking at least one skill acquisition course. This degree is all about teaching prospective educators how to teach a sporting activity. These courses provide students with an introduction to the various sports, their rules and skills. Most importantly, these courses instruct tomorrow's Physical Education teachers on how to impart their knowledge of sport, physical activity, and exercise to others. As there are far too many sports played in the Caribbean to possibly teach each as an individual unit of material, sports

have been grouped by their major elements of play. Sports played as games have been divided into three categories: invasion games containing sports based upon entering an opponents' territory to score while still trying to protect your own goal (e.g. soccer, basketball, hockey); net/wall games with sports played over a net (e.g. tennis, volleyball) and sports played off of a wall (e.g. squash); and target/field games where hitting a target demonstrates accuracy (e.g. archery, golf) and field games that are not invasive (e.g. cricket). Aquatics contain all sports based on or in water (e.g. swimming, water polo, diving, canoeing). Track and field has all of the running, throwing and jumping events based around athletics. Gymnastics and dance covers the broad areas of educational gymnastics as well as Olympic and artistic gymnastics and dances used in Caribbean culture. Sport is a medium where people share their culture and geography such as the martial arts and scuba diving and may be the choice for life fitness for some Caribbean citizens. Therefore courses in adventure education and contemporary activities have also been included in the Skill Acquisition area.

Intended Learning Outcomes

Successful students will be able to:

1. state, write and apply the rules of the sport/activity
2. demonstrate, at the basic level, the foundation skills of that sport/activity.
3. describe and articulate the contributions that the sports sciences have made to the production of those skills.
4. teach the foundation skills and rules of that sport/activity to secondary school adolescents, using sound sports science knowledge and techniques.
5. competently apply pedagogical principles and approaches in their teaching.
6. identify the relevance of the selected sport/activity in the overall physical education programme.

Content

Each course introduces students to at least one selected sport/activity.

This includes:

- Brief history
- Fit into the physical education programme
- Rules and the ways to enforce them
- Performance of the basic foundation skills with an emphasis on scientifically sound techniques of skill production

When students have a basic understanding of the sport/activity they will be taught how to impart their knowledge to secondary school students by

- Constructing lesson plans for the sport/activity
- Using sound scientific and pedagogic principles in their planning
- Teaching a group of secondary school students the skills and rules of the selected sport/activity
- Playing the sport/activity

ASSESSMENT

1. Apply knowledge and understanding to a demonstration of competence in designing and teaching relevant skills. (learning objectives 1,2,4,5).

2. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period (learning objectives 3, 6).

Skill Acquisition Course Codes

Course Code	Course Title	Credits
PYED 2001	Skill Acquisition: Target/Field Games	3
PYED 2002	Skill Acquisition: Invasion Games	3
PYED 2006	Skill Acquisition: Gymnastics and Dance	3
PYED 2007	Skill Acquisition: Track and Field	3
PYED 2008	Skill Acquisition: Aquatics	3
PYED 2009	Skill Acquisition: Net/Wall Games	3
PYED 2010	Skill Acquisition: Adventure Education and Contemporary Activities	3

Students will also be required to be certified in Red Cross First Aid and CPR. This certification class would be hosted at SPEC.

BACHELOR OF EDUCATION (PHYSICAL EDUCATION) - COURSE LISTING

LEVEL

COURSE CODE: EDCU 2013

COURSE TITLE: INTRODUCTION TO CURRICULUM

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ASSESSMENT:

One major assignment (100%). Students are encouraged to write their thoughts and ideas in a journal for discussion at tutorial sessions.

COURSE CODE: EDEA 3870

COURSE TITLE: FIELD STUDY

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

ASSESSMENT:

Report on Field Study – (100%)

COURSE CODE: EDEA1410

COURSE TITLE: SCHOOL AND CLASSROOM MANAGEMENT

NUMBER OF CREDITS: 6

PRE-REQUISITES: NONE

ASSESSMENT – SEMESTER I

1. Classroom management plan
2. Management plan implementation report
3. Record and analyse student / teacher behaviours
4. Teacher behaviour change project
 - a. Identify problem teaching behaviour
 - b. Design an intervention plan (i.e. baseline data, establish goals, design)
 - i. Then implement intervention, measure and record behaviours
 - ii. Follow measures

- c. Report findings via Powerpoint Presentations (Participants choose to present teacher or student behaviour project)
5. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

ASSESSMENT – SEMESTER II

1. Student misbehaviour intervention project
 - a. Identify problematic student behaviours
 - b. Design an intervention plan (i.e. baseline data, establish goals, design)
 - i. Then implement intervention, measure and record behaviours
 - ii. Follow measures
 - c. Report findings via Powerpoint Presentations (Participants choose to present teacher or student behaviour project)
2. School/community advocacy project
3. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: EDFA 1401

COURSE TITLE: SCHOOLING, PERSONAL AND SOCIAL DEVELOPMENT

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ASSESSMENT

1. A written assignment of no more than 2,500 words – (100%).
2. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: EDRS1402

COURSE TITLE: SCHOOL AND CLASSROOM RESEARCH

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ASSESSMENT.

1. Proposal: (80%)
 - a. Background/purpose/problem
 - b. Related literature
 - c. Methodology
2. Presentation: (10%)
 - a. Poster presentation format
3. Written Account: (10%)
 - a. Revised proposal
 - b. Findings
 - c. Discussion – Connecting Related Literature
 - d. Conclusions and Implications
4. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: EDTL 1720

COURSE TITLE: INSTRUCTIONAL DESIGN I

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

ASSESSMENT

1. Coursework – two assignments of equal weight 100%
2. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period

COURSE CODE: PYED 1003

COURSE TITLE: FUNCTIONAL ANATOMY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Content

- Introduction to normal structure and function of the human body
 - Homeostasis
 - General human cell
- Overview of body tissues
 - Epithelial
 - Connective
- Structure and function of the following systems:
 - Musculoskeletal
 - Bone Tissue
 - Muscle tissue
 - Sliding filament
- Cardiovascular
 - Respiratory organs
 - Endocrine
 - Integumentary
 - Digestive
 - Nervous
 - Urinary

ASSESSMENT

1. Two continuous assessments (15% each)
2. One group presentation (10%)
3. One final written examination. (60%)
4. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: PYED 1004

COURSE TITLE: FUNDAMENTALS OF PHYSICAL EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Content

- Understanding human movement as content of physical education
- Understanding communication and advocacy principles for publicising physical education programs
- Distinguishing physical education from recreation and leisure and interscholastic sport
- Justifying inclusion of physical education in the school curriculum and more particularly as an examinable subject

- Developing arguments for instructional physical education as the basis of lifelong physical activity dispositions for secondary students
- Understanding restrictions and requirements for modifying physical activity instruction for students with visual, hearing, motor, and other types of disabilities
- Recognising specific situations in teaching physical activity with legal implications for teachers
- Understanding various ethical principles of which physical educators should be aware
- Developing a rationale for secondary physical education through the study of human movement and its scientific and pedagogical knowledge bases

ASSESSMENT

1. Essay analysing the current state of physical education in the country (10%)
2. Written plan for students with certain disabilities (10%)
3. Written analysis of a case study on a legal issue (10%)
4. Plan for implementation of models-based instruction (10%)
5. Quiz (20%)
6. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period. (40%)

COURSE CODE: PYED 2011

COURSE TITLE: BIOMECHANICS

NUMBER OF CREDITS: 3

PRE-REQUISITE: PYED 1003 (FUNCTIONAL ANATOMY)

Content

- Forces and movements of force
 - Qualitative
 - Quantitative
- Maintaining equilibrium/changing motion
- Linear kinematics
 - Vector quantities
 - Scalar quantities
 - Sports projectiles
 - Resolving forces
- Mechanical work, power and energy
- Newton's laws of motion
- Torques and movements of force
- Angular kinematics
- Centre of gravity determination
- Fluid mechanics
 - Swimming
- Application of mechanical theories to the human body
 - Bones as levers
 - Joints as angles
- Qualitative biomechanical analysis
 - Improving technique
 - Improving training
 - Understanding injury development
- Anthropometry measures
- Application of anthropometry
 - Talent identification

- Technology in biomechanics
 - 3 D kinematics and kinetics
 - Electromyographical measurements
 - APAS

ASSESSMENT

1. Two examinations, one as a mid-semester examination covering material for the first half of the course and the other a final examination covering the last half of the semester (weighted 30% and 70%).
2. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: PYED 2012

COURSE TITLE: MOTOR CONTROL AND LEARNING

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Content:

- Motor dichotomies and stages of learning
- Central nervous system and motor pathways
- Motor Programme Theory
- Vision
- Proprioception
- Attention
 - Anticipation
 - Response preparation time
 - Selective attention
 - Attentional capacity
- Memory and forgetting
- Knowledge of results
 - Knowledge of performance
 - Feedback scheduling
- Instructional presentation
 - Teaching styles
 - Teaching aids
- The learning environment
 - Whole – part learning
 - Practice distribution schedules
 - Transfer of learning
- Mental practice
- Competition
 - Motivation

ASSESSMENT

1. Three group posters as reports on motor control experiment, learning experiment and teaching survey.
2. Quiz (40%)
3. Research report on pupil learning/individual teaching (60%)
4. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: PYED 2003

COURSE TITLE: PSYCHOLOGY OF PHYSICAL ACTIVITY

NUMBER OF CREDITS: 3

Content

Theories, research and measurement tools of

- Motivation
- Self Determination
- Expectancy-Value
- Competence
- Motivational Goal Orientations

Individual differences, dispositional, contextual factors, and the effect on participation/performance of

- Self esteem construct
- Control
- Attributions
- Locus of causality
- Identity
- Stress
- Arousal
- Group dynamics

ASSESSMENT

1. Cognitive map of relationships between motivation, perceptions of competence and control. Support the model by research evidence and identify ways that factors affecting participation and performance can be used in the design of optimal learning environments (100%)
2. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: PYED 2004

COURSE TITLE: PHYSICAL ACTIVITY AND HEALTH

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Content:

1. A small group, problem-based learning approach to investigate the topic of physical activity and health
2. Current research-based recommendations concerning adolescent diet and physical activity
3. Changes in diet, physical activity, societal contexts, and social pressures and associated changes in access to healthy food and opportunities for activity
4. Data collection from a group of adolescents concerning their values, beliefs and behaviours
5. Analysis and interpretation of findings, presentation of groups' results
6. Proposal for how physical education might effectively address some of the issues discovered through the problem-based learning in the research project
7. Effect on physical activity of social and individual values in adolescence; the role of culture, parents and peers; effect on provision of opportunity for all; the impact of the effective physical educator
8. Categorisation of activities that provide acute and chronic physiological changes; appropriate fitness activities before and after puberty for boys and girls; effects of different types of activity on growth factors such as bone density

9. Recommended activity levels for children and adolescents
10. The role of physical activity in building self esteem and perceptions of competence; acute and chronic psychological responses
11. Particular issues for adolescents: body image, menarche, growth rates, identity, gender stereotyping, competition
12. Connections between school physical education local community-based activities for adolescents; analysis of the effectiveness of these opportunities for appropriate health-related activity
13. Guidelines for ideal physical education curricula for sustainable, health-related physical activity

ASSESSMENT

1. Small group project promoting wellness and group poster on the value of physical activity for health (30%)
2. Report for the school principal (max 1000 words) justifying a health-related physical education curriculum for adolescents (70%)
3. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: PYED 2005

COURSE TITLE: PHYSIOLOGY OF PHYSICAL ACTIVITY

NUMBER OF CREDITS: 3

PRE-REQUISITE: PYED 1003 (FUNCTIONAL ANATOMY)

Content

- Metabolism, energy and basic energy systems
- Metabolic rate during rest and exercise
- Work and power
- Acute adaptations of the body to exercise
 - Acute cardiovascular response to exercise
- Chronic adaptations of the body to exercise
 - Chronic adaptations to strength training
 - Chronic adaptations to aerobic training
- Respiratory regulation during exercise
- Quantification of exercise intensity using heart rate
- Blood lactate and rating perceived exertion
- Maximal aerobic capacity
- Environmental influences on performance
 - Thermoregulation
- Neuromuscular adaptations to resistance training
- Nutrition and physiological capacity in sport

ASSESSMENT

1. A report of two exercise physiology laboratories. Rationale, methodology and results for both practicals will be presented separately with a discussion that combines the interpretation of both data collections. (100%)
2. An assignment for the portfolio which integrates material from the theoretical, skill acquisition and pedagogical courses within the teaching period.

COURSE CODE: EDME 2006

COURSE TITLE: CLASSROOM TESTING AND EVALUATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Content:

- Measurement or assessment
- Different assessments: Types, Purposes, Formats
- Judging the reliability and validity of assessments
- Test development
- Interpreting performance scores
- Affective outcomes of assessment
- Using assessment to affect students' approach to learning

ASSESSMENT

To be arranged

COURSE CODE: PYED 3004

COURSE TITLE: REFLECTIVE PRACTICE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

Content

Portfolio preparation includes:

1. Effective meetings with portfolio tutor and others to guide and monitor choices of portfolio materials
2. Clear use of feedback to improve preparation of portfolio materials, improvement to the next assessed piece of work, group work etc.
3. Effective demonstration of progress toward greater professionalism using evidence added to the portfolio
4. Portfolio content may consist of such items as previous educational and physical activity, sport, and exercise performance; ongoing teaching and coaching performance; reflective statements and evaluations by adults of student work; goals and achievements. It will include the prescribed content as a minimum.
5. Use of multiple technologies to present portfolio materials most effectively
6. Accurate completion of the following forms associated with portfolio development.

In each semester an integrated assignment, using understanding, knowledge and skills from the three areas studied (pedagogy, skill acquisition and theory), will be added to the portfolio and assessed as part of the portfolio. This assignment will be set and marked by the teachers responsible for the parallel course during that teaching period and students will receive feedback about their assignment as soon as it has been marked. Their increasing ability to interpret feedback and use this to improve the next performance will be an important criterion in the final, summative assessment for credit.

ASSESSMENT

Assessment of the portfolio overall will take place at Level III when credit is applied. Students will be informed, at Level I, of the criteria for assessment.

Programme Specifications

Main Educational Aims:

- to develop the capability of students to acquire and communicate a dynamically changing theoretical perspective of physical education which is supported by a current evidence based understanding of relevant

sciences, pedagogy, and physical activity, sport and exercise content;

- to provide students with the intellectual and practical skills that will enable them to ask relevant questions in the study and practice of teaching physical education and apply appropriate research skills to the answering of those questions;
- to enable students to apply their skills as teachers to work collaboratively within the school system and the wider community;
- to enable students to engage in lifelong learning to develop their capabilities as teaching professionals through new experiences.

Intended Programme Outcomes

This BEd programme is designed to produce competent, confident, professional secondary physical education teachers who will be able to:

Outreach Programmes

(NOT OFFERED 2013/2014)

These courses are open to adults and are specifically tailored to meet the needs of parents, caregivers, teachers, nursing aides and those with a vested interest in the well-being of young children.

Parenting and the Preschooler

COURSE OUTLINE

An overview of the course; classical development theory; developmental milestones; managing the 0-4 year old; bonding; parents under stress; parents as partners in the early childhood years; child-rearing practice; discipline; punishment vs. praise; and, home and school.

Parenting and the Special Child

One of the most difficult and challenging tasks in the world is that of child-rearing. It is assumed that parenting is an automatic behaviour and that parents are natural bearers of the gifts necessary for this most important role. When these parents are confronted with the additional issue of raising a child needing special care, they are even less prepared or informed to rise to the challenge and deal with the additional issues of extra special medical, education and management needs.

The course has been designed with such parents in mind. It will attempt to meet the needs of parents, caregivers, and anyone in contact with children needing special care. It will look most importantly at the person as a parent and the parent as a person. It will discuss the way children develop, normal behavioural patterns, what parents need to look for and when, and how to recognise when a behaviour and development, needs further investigation.

Participants will be advised how and where to seek professional help, how to deal with the impact of such

children on the family and on the community. Issues of schooling and coping with special children across the life-span of parents and thereafter will also be covered.

Course Outline

On becoming a parent; Overview of the stages of child development; Group session (high risk parents/high risk children, other contributing factors, is development any different? and, intervention strategies); Types of impairments /handicapping conditions; Families with handicapped children; Group session (parents as partners); Sources of parental support; Group session (prevention to keep your child healthy); The special child in the classroom; Sociological issues related to families with special children; and, issues throughout the life-span.

Health, Nutrition and Safety of the Young Child: Ages 3-6

The course will focus on the health promotion, prevention and treatment of common childhood diseases. At the end of the course the student will be able to identify pre-birth factors which affect the health of the neonate; describe the development of a child from birth to eight years; understand the relationship between the external environment and the physical and emotional development of the child and examine strategies for prevention and intervention which can ensure the health and safety of the young child.

Course Outline

Impact of pre-birth factors on the health of the neonate; health appraisal of the neonate and the external environment; health appraisal of the infant; high risk children; health appraisal of the child eighteen months to three years; nutrition: birth to three years; "parents as partners"; health appraisal of the child three to five years; "prevention: to keep your child healthy"; diseases of infants and young children; and, hygiene in the home.

THEOLOGY SEMINARY OF ST JOHN VIANNEY AND THE UGANDA MARTYRS

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Bachelor of Arts Programmes

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

Theology

Course Code	Course Title	Credits
THEO 1001	Introduction to Old Testament Literature	3
THEO 1002	Introduction to New Testament Literature	3
THEO 1003	Contemporary Approaches to Bible Study	3
THEO 1004	The Geographical and Cultural World of the Bible	3
THEO 1102	Survey of the Reformation: 1517-1648	3
THEO 1103	History of the Church from Pentecost to Charlemagne	3
THEO 1106	Survey of the Medieval Church: 750-1450	3
THEO 1107	Survey of the Western Church in the Modern World	3
THEO 1202	Pastoral Analysis and Creative Ministry	3
THEO 1203	Fundamentals of Christian Ministry	3
THEO 1206	Psychology for Ministry	3
THEO 1207	Sociology for Ministry	3
THEO 1208	Introduction to Christian Worship	3
THEO 1212	Theory and Practice of Christian Preaching	3
THEO 1219	Christian Preaching and the Electronic Media	3
THEO 1301	Introduction to Systemic Theology	3
THEO 1302	Introduction to Theological Ethics	3
THEO 1303	Theology, Ethics and Caribbean Literature	3
THEO 1304	Foundations of Systematic Theology	3
THEO 1401	Introduction to the Study of Religion	3
THEO 1402	Philosophy for Christian Theology I (Classical)	3
THEO 1403	Philosophy for Christian Theology II (Modern)	3
THEO 1404	History of Western Philosophy – I	3
THEO 1405	History of Western Philosophy – II	3
THEO 1408	Media and the Religious Imagination	3
THEO 2001	The Pentateuch	3
THEO 2002	The Latter Prophets	3
THEO 2006	The Synoptic Gospel and Acts	3
THEO 2007	The Pauline Epistles	3
THEO 2008	The Gospel and Epistles of John	3
THEO 2106	Patristic Studies	3
THEO 2107	History of the Christian Churches in the Caribbean: 1492-1834	3
THEO 2108	History of the Christian Churches in the Post Emancipation Caribbean	3
THEO 2201	Rites of Christian Initiation	3

THEO 2202	Christian Sacramental Rites	3
THEO 2203	Principles of Pastoral Care / Counselling	3
THEO 2204	Skills in Pastoral Counselling	3
THEO 2205	General Principles of Christian Education	3
THEO 2206	Approaches to Christian Education	3
THEO 2207	Canon Law: History and Principles	2
THEO 2208	Canon Law: The Sacraments	2
THEO 2209	Canon Law III: Church Governance	2
THEO 2210	Canon Law IV: The Consecrated Life	2
THEO 2301	Perspectives in Christology	3
THEO 2304	The Trinity	3
THEO 2306	Perspectives in Ecclesiology	3
THEO 2310	Theology of Creation	3
THEO 2312	Liberation Theologies	3
THEO 2313	The Principles of Christian Ethics I	3
THEO 2314	Principles of Christian Ethics II	2
THEO 2316	Christian Social Ethics	3
THEO 2317	Theology and Human Sexuality	3
THEO 2319	Christian Ethical Principles	3
THEO 2401	Philosophy of Religion	3
THEO 2402	Hermeneutic Philosophy	3
THEO 2404	Comparative Religion	3
THEO 2405	Structuralism and Post-Structuralism	3
THEO 3004	Theology of Deuteronomy and the Deuteronomistic History	3
THEO 3008	Israelite Wisdom	3
THEO 3101	Topics in the History of the Christian Churches in the Caribbean (19th – 20th Century) – Seminar	3
THEO 3207	Pedagogy for Justice	3
THEO 3208	Theory and Practice of Ecumenism	3
THEO 3301	The Women's Movement and Theology	3
THEO 3304	Special Ethics	3
THEO 3308	Ethics of Human Sexuality	3
THEO 3310	Mary in the Christian Tradition	3
THEO 3401	Trends in 20th Century Philosophy	3
THEO 3402	Popular Religiosity in the Caribbean	2

Course Descriptions

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

Theology Courses

LEVEL I: I. BIBLICAL STUDIES

LEVEL I

SEMESTER: I

COURSE CODE: THEO 1001

COURSE TITLE: INTRODUCTION TO OLD TESTAMENT LITERATURE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: A survey of the literature of the Old Testament in terms of faith responses to specific historical, religious and cultural crises. Some attention will also be given to the issues of canonisation.

ASSESSMENT:

Coursework	30%
One 2-hour examination at the end of the semester	70%

LEVEL I

SEMESTER: II

COURSE CODE: THEO 1002

COURSE TITLE: INTRODUCTION TO NEW TESTAMENT LITERATURE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: A survey of the literature of the New Testament, including a study of the New Testament context. The development and canonisation of the literature and its content. Particular attention will be given to theological and spiritual content of the New Testament.

ASSESSMENT:

Coursework	30%
One 2-hour examination at the end of the semester-	70%

LEVEL I

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1003

COURSE TITLE: CONTEMPORARY APPROACHES TO BIBLE STUDY

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: A study of the major critical methods used in analysing and interpreting the Bible and the principles underlying the use of these methods. The course will also investigate how theology and spirituality are conveyed through form and style.

ASSESSMENT:

Coursework	30%
One 2-hour examination at the end of the semester	70%

LEVEL I

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1004

COURSE TITLE: THE GEOGRAPHICAL AND CULTURAL WORLD OF THE BIBLE

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A study of the Geography of Palestine, the Near East and the Mediterranean region and some aspects of the cultures of the peoples who inhabited these regions in biblical times. The purpose of this study is to situate the biblical texts in their geographical and cultural context, and to underline the international character of some aspects of biblical theology and spirituality.

ASSESSMENT:

Coursework	30%
One 2-hour examination at the end of the semester	70%

LEVEL I: II. HISTORICAL STUDIES

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1102

COURSE TITLE: SURVEY OF THE REFORMATION: 1517 - 1648

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A survey of the events beginning with Martin Luther in Germany, John Calvin in Geneva, Henry VIII in England and the radicals to the Catholic response - The Council of Trent.

ASSESSMENT:

One mid-semester test	20%
One 2-hour examination at the end of the semester	80%

LEVEL I

SEMESTER: II

COURSE CODE: THEO 1103

COURSE TITLE: HISTORY OF THE CHURCH FROM PENTECOST TO CHARLEMAGNE

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: A survey of the events and people that shaped Christianity and its response to the persecutions to acceptance and its subsequent growth in power in the Roman Empire.

ASSESSMENT:

One mid-semester test	20%
One 2-hour examination at the end of the semester	80%

LEVEL I

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1106

COURSE TITLE: SURVEY OF THE MEDIEVAL CHURCH: 750-1450

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: A survey of the history of the Church from Charlemagne to the Council of Basle with emphasis on the Carolingian Church, the Gregorian Reform, the Avignon Papacy, the Great Schism and Conciliarism.

ASSESSMENT:

One mid-semester test	20%
One 2-hour examination at the end of the semester	80%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1107

COURSE TITLE: SURVEY OF THE WESTERN CHURCH IN THE MODERN WORLD

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: A survey of the interaction between Church(es) and the modern Secularised World from 1789 - 1962 with emphasis on the Napoleonic Wars, the Church and Social Work, Modernisation, the Church and the two World War, the Second Vatican Council.

ASSESSMENT:

One mid-semester test	20%
One 2-hour examination at the end of the semester	80%

LEVEL I : III. PASTORAL STUDIES

LEVEL I

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1202

COURSE TITLE: PASTORAL ANALYSIS AND CREATIVE MINISTRY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: Understanding a parish; social and economic relationships; organisational structures, their functions and goals; possibilities for congregational growth and development. Theological reflection on pastoral analysis and experience.

ASSESSMENT:

One written assignment (25) weekly email reflections (15) peer assessment (5)	40%
One 2-hour examination	60%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1203

COURSE TITLE: FUNDAMENTALS OF CHRISTIAN MINISTRY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: A critical study of historical and contemporary models of ministry with particular reference to the Caribbean. The relationship of models of ministry to models of Church

ASSESSMENT:

A project report	50%
One 1-hour examination at the end of the semester	50%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1206

COURSE TITLE: PSYCHOLOGY FOR MINISTRY

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course seeks to explore the various internal and external forces which influence and shape behaviours. Thus it aims to equip the students with knowledge which facilitates understanding persons.

ASSESSMENT:

One written assignment of ca. 1,500 words	20%
One 2-hour examination	80%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1207

COURSE TITLE: SOCIOLOGY FOR MINISTRY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course aims to facilitate reflection, from a sociological vantage point, upon the Church and its mission in the Caribbean.

ASSESSMENT:

One mid-semester test	20%
One 2-hour examination at the end of the semester	80%

LEVEL I

SEMESTER: II

COURSE CODE: THEO 1208

COURSE TITLE: INTRODUCTION TO CHRISTIAN WORSHIP

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A study of liturgical principles and their application. The study will cover the liturgical year, liturgy of the hours, icons, music, vestments, architecture and furniture, Eucharistic Liturgies and blessing.

ASSESSMENT:

One written assignment of ca. 1,500 words	30%
One 2-hour examination	70%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1212

COURSE TITLE: THEORY AND PRACTICE OF CHRISTIAN PREACHING

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A study of the theology of Preaching with a practicum on preaching ministry. The course will focus on different ways of "actualising" the word through e.g. sermons, homilies, and meditations.

ASSESSMENT:

Two Preaching exercises (10-15 min.)	50%
One 1-hour examination	50%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1219

COURSE TITLE: CHRISTIAN PREACHING AND THE ELECTRONIC MEDIA

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The aim of this course is to expose students of Theology to the skills of communication - with particular reference to the electronic media - in the context of a critical study of the effects of the medium of communication on the message of the Gospel.

ASSESSMENT:

Two practical assignments (30% each) in which communication skills, theological awareness and proper use of a given medium will be assessed	60%
One 1-hour written examination	40%

LEVEL I : IV. THEOLOGICAL AND ETHICAL STUDIES

LEVEL I

SEMESTER: I

COURSE CODE: THEO 1301

COURSE TITLE: INTRODUCTION TO SYSTEMATIC THEOLOGY

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: An examination of the nature, sources and methods used in theology. The course will also examine certain fundamental theological themes

ASSESSMENT:

Course Work	40%	One 2-hour Examination	60%
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LEVEL I

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1302

COURSE TITLE: INTRODUCTION TO THEOLOGICAL ETHICS

NUMBER OF CREDITS: 3

COURSE DESCRIPTION: The purpose of this course is to introduce students to some key classical and modern figures in the history of theological ethics and to some of their normative positions in the area of personal and socio-political morality.

ASSESSMENT:

One written assignment 2000 words	
max (20) weekly written paragraph	
max 300 words (1 each 10 overall)	30%
One 2-hour examination	70%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1303

COURSE TITLE: THEOLOGY, ETHICS AND

CARIBBEAN LITERATURE

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: A consideration of selected Caribbean authors, their theological assumptions and ethical perspectives to see how literature may dialogue with theology and ethics.

ASSESSMENT:

Two book reports of ca. 1,000 words each	30%
One 2-hour examination at the end of the semester	70%

LEVEL I

SEMESTER: II

COURSE CODE: THEO 1304

COURSE TITLE: FOUNDATIONS OF SYSTEMATIC THEOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: The course will introduce students to the development of some doctrines of the Christian Church, with emphasis on philosophical presuppositions underlying the formulation of those doctrines, this with a view to helping them understand some of the basic theological concepts in the history of doctrine and the traditional language in which such concepts are usually expressed.

ASSESSMENT:

Course Work	40%	One 2-hour examination	60%
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LEVEL I: V. RELIGIOUS AND PHILOSOPHICAL STUDIES

LEVEL I

SEMESTER: I

COURSE CODE: THEO 1401

COURSE TITLE: INTRODUCTION TO THE STUDY OF RELIGION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: An introduction to the major beliefs and practices of World Religions (with emphasis on their Caribbean manifestations) and to selected anthropological, sociological, psychological and philosophical issues to which religious belief gives rise.

ASSESSMENT:

One written assignment of ca. 1,500 words	30%
One 2-hour examination at the end of the semester	70%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1402

COURSE TITLE: PHILOSOPHY FOR CHRISTIAN THEOLOGY I - (CLASSICAL)

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A study of the interrelationship between philosophy and Christian Theology in Patristic and Medieval times, with equal emphasis on the Platonic and Aristotelian traditions. Attention will be focused on Justin Martyr and early Apologists, on the Christian Platonism of Augustine and selected Greek Fathers and on the Aristotelianism of Aquinas and the Scholastic Theologians.

ASSESSMENT:

One written assignment and two class presentations	40%
One 2-hour examination at the end of the semester	60%

LEVEL I

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1403

COURSE TITLE: PHILOSOPHY FOR CHRISTIAN THEOLOGY II (MODERN)

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: This course will focus primarily on challenges to traditional Theistic belief that accompanied the rise of "Critical Philosophy and philosophical responses to such challenges. A survey of religion and/or theistic belief in the thought of writers such as Hume, Kant, Hegel, Comte, Marx, Freud, Nietzsche, Sartre, Marcel, Maritain and Whitehead.

ASSESSMENT:

One written assignment and two class presentations	40%
One 2-hour examination at the end of the semester	60%

LEVEL I

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1404

COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY I

NUMBER OF CREDITS: 3

PRE-REQUISITES:

COURSE DESCRIPTION: An Introduction to Philosophy using selected writings from philosophers in the ancient period of western philosophy. After a brief study of the Pre-Socratics, the major emphasis of the courses will be on reading of selected texts of Plato and Aristotle. The course will end with a survey of philosophical movements of the Hellenistic period, up to Plotinus.

ASSESSMENT:

One mid-term take home exam	(10)	
one written assignment	(20)	and
one class presentation	(10)	40%
One 2-hour examination at the end of the semester		60%

LEVEL I

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 1405

COURSE TITLE: HISTORY OF WESTERN PHILOSOPHY - II

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: An introduction to Modern and Contemporary Western Philosophy using selected writings from philosophers of these periods. The course will concentrate on the contributions of Descartes, Hume, Kant, Marx and Nietzsche, and will end with a survey of trends in the 20th Century philosophy.

ASSESSMENT:

One mid-term take home exam	(10)	
one written assignment	(20)	and
one class presentation	(10)	40%
One 2-hour examination at the end of the semester		60%

LEVEL I

SEMESTER: II

COURSE CODE: THEO 1408

COURSE TITLE: MEDIA AND THE RELIGIOUS IMAGINATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: The aim of this course is to critically explore the relationship between communications media and the religious imagination in contemporary Caribbean society, this as a means toward making judicious use of these media in religious communication.

ASSESSMENT:

One practical (media-based) assignment	40%
One 2-hour examination at the end of the semester	60%

LEVEL II / III: II. BIBLICAL STUDIES

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2001

COURSE TITLE: THE PENTATEUCH

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST TWO LEVEL I COURSES IN BIBLICAL STUDIES.

COURSE DESCRIPTION: A study of the Pentateuch or Torah of the Hebrew Scriptures, with special emphasis on literary, historical and theological issues that arise from these texts.

ASSESSMENT:

One essay of ca. 2,000 words	25%
One 2-hour examination at the end of the semester	75%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2002

COURSE TITLE: THE LATTER PROPHETS

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

COURSE DESCRIPTION: A study of the Latter Prophets of the Hebrew Scriptures, in particular the text of Amos, Isaiah, Hosea, Micah and Jeremiah, with special emphasis on literary, historical and theological issues that arise in the text. The course will investigate how the prophetic action issues from a deep-rooted spirituality.

ASSESSMENT:

Course Work	40%	One 2-hour examination	60%
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LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2006

COURSE TITLE: THE SYNOPTIC GOSPEL AND ACTS

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST TWO LEVEL I COURSES IN BIBLICAL STUDIES.

COURSE DESCRIPTION: An analysis of Matthew, Mark and Luke - Acts, with special reference to the teaching of Jesus and the teaching about Jesus. Attention will also be given to literary and historical questions raised by the literature, and to the spirituality mapped out in the texts for believers.

ASSESSMENT:

Course Work	40%	One 2-hour examination	60%
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LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2007

COURSE TITLE: THE PAULINE EPISTLES

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST TWO LEVEL I COURSES IN BIBLICAL STUDIES.

COURSE DESCRIPTION: An examination of the theological, spiritual and pastoral concerns raised in the Pauline Epistles, with particular attention given to Romans, Galatians, Corinthians and Thessalonians. Attention will be given to literary and historical questions.

ASSESSMENT:

One research paper ca 2,500 words to be presented in class	40%
One 2-hour examination	60%

LEVEL II

SEMESTER: II

COURSE CODE: THEO 2008

COURSE TITLE: THE GOSPEL AND EPISTLES OF JOHN

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST TWO LEVEL I COURSES IN BIBLICAL STUDIES.

COURSE DESCRIPTION: A study of the Gospel and Epistles of John, paying particular attention to their distinctive features including their relationship to a common Gospel, and their understanding of Christ, the Holy Spirit, the Church, discipleship and eschatology. Attention will also be given to the vision of spirituality operative in the texts.

ASSESSMENT:

One research paper ca 2,500 words to be presented in class	40%
One 2-hour examination	60%

LEVEL III : I. BIBLICAL STUDIES

LEVEL II

SEMESTER: I

COURSE CODE: THEO 3004

COURSE TITLE: THEOLOGY OF DEUTERONOMY AND THE DEUTERONOMIC HISTORY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

COURSE DESCRIPTION: A study of the Book of Deuteronomy with special emphasis on theological issues related to worship, the land, the role of Moses justice and inter-personal relationships. The course will also focus attention on similar theological and spiritual emphases of the "Deuteronomic History".

ASSESSMENT:

One essay of ca. 2,500 words	25%
One 2-hour examination at the end of the semester	75%

LEVEL III

SEMESTER: I

COURSE CODE: THEO 3008

COURSE TITLE: ISRAELITE WISDOM

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 6 CREDITS AT LEVEL I IN BIBLICAL STUDIES.

COURSE DESCRIPTION: An examination of the literature produced by the Hebrew Sages with special reference to Proverbs, Job, Ecclesiastes, Ben Sirach and Wisdom of Solomon. Particular attention will be given to the international character and cultural setting of the Wisdom Movement, Literary forms, influence, distinctive theological and existential spiritual concerns, and contemporary relevance.

ASSESSMENT:

One essay of ca. 2,500 words to be presented to the class	40%
One 2-hour examination at the end of the semester	60%

LEVEL II / III : II. HISTORICAL STUDIES

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2106

COURSE TITLE: PATRISTIC STUDIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN HISTORICAL STUDIES.

COURSE DESCRIPTION: A comparative study on the writing of eastern and Western Fathers on selected topics, such as the Human condition, Death and resurrection. The place of women in the church, Prayer, Virginity and Martyrdom.

ASSESSMENT:

One paper of ca. 2,500 words	50%
One 1-hour examination at the end of the semester	50%

LEVEL II

SEMESTER: I

COURSE CODE: THEO 2107

COURSE TITLE: HISTORY OF THE CHRISTIAN CHURCHES IN THE CARIBBEAN: 1492–1834

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN HISTORICAL STUDIES.

COURSE DESCRIPTION: The course will trace the historical development of the Christian Churches in the region from the arrival of the Europeans to the end of slavery in the British Caribbean. Special emphasis will be placed on the role of the Christian communities in the struggle for justice and freedom and the status and activities of the Churches in the developing colonial societies.

ASSESSMENT:

Course work	40%	One 2-hour examination	60%
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LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2108

COURSE TITLE: HISTORY OF THE CHRISTIAN CHURCHES IN THE POST EMANCIPATION CARIBBEAN

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN HISTORICAL STUDIES.

COURSE DESCRIPTION: A study of the role of the Churches in the post-emancipation period and the shaping of the West Indian Society. Special emphasis will be placed on the end of establishment, the growth of an interest in missions and movements for autonomy and unity.

ASSESSMENT:

Course work	40%	One 2-hour examination	60%
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LEVEL III

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 3101

COURSE TITLE: TOPICS IN THE HISTORY OF THE CHRISTIAN CHURCHES IN THE CARIBBEAN (19TH-20TH CENTURY) - SEMINAR

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEO 2107

COURSE DESCRIPTION: The course, which will be conducted on a seminar basis, will explore major topics in the development of the Christian churches in the Caribbean since 1800. Candidates will be required to write a re-search paper of ca. 3,000 words (75%) and to write a one-hour examination (25%).

Note:

This course, in conjunction with T21G, may be taken as an alternative to Level III University Course.

ASSESSMENT:

One research paper of ca. 3,000 words	75%
One 1-hour examination at the end of the semester	25%

LEVEL III: III. PASTORAL STUDIES:

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2201

COURSE TITLE: RITES OF CHRISTIAN INITIATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.

COURSE DESCRIPTION: A study of contemporary sacramental rites of Christian initiation in the light of the origins and historical development of such rites. Practical and theological issues related to present-day celebration of these rites will also be discussed.

ASSESSMENT:

Course work	40%	One 2-hour examination	60%
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LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2202

COURSE TITLE: CHRISTIAN SACRAMENTAL RITES

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.

COURSE DESCRIPTION: A study of present-day Christian rites including rites of Penance, Anointing of the Sick, rites of ordination and of marriage, in the light of the origins and historical development of these rites. Theological and pastoral issues related to the actual celebration of these rites will also be discussed.

ASSESSMENT:

One written assignment 30% One 2-hour examination 70%

LEVEL II

SEMESTER: I

COURSE CODE: THEO 2203

COURSE TITLE: PRINCIPLES OF PASTORAL CARE/COUNSELLING

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.

COURSE DESCRIPTION: This course seeks to promote an approach to helping/counselling inclusive of the whole person. It integrates resources from the Christian tradition and resources from psychology, psychiatry and psychotherapy to bear upon the helping/counselling situations.

ASSESSMENT:

Mid-Term Exam	20%
One written assignment (1500 words)	20%
A 2-hour examination	60%

LEVEL II

SEMESTER: II

COURSE CODE: THEO 2204

COURSE TITLE: SKILLS IN PASTORAL COUNSELLING

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEO 2203

COURSE DESCRIPTION: This practicum presupposes that the Principles of pastoral Counselling have already been explored. It is therefore geared to allow the students to practise the skills which they were exposed to previously.

ASSESSMENT:

Supervised field work in a counselling situation	20%
Two verbatims	10%
Two reports on field work	10%
One 2-hour examination on skills	60%

LEVEL II

SEMESTER: I

COURSE CODE: THEO 2205

COURSE TITLE: GENERAL PRINCIPLES OF CHRISTIAN EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN PASTORAL STUDIES.

COURSE DESCRIPTION: The Purpose of this course is two-fold. Firstly, it seeks to aid the students in reflecting on the nature, aims, history and relevance of Catechesis, and secondly, to expose them to the various types of religious education programmes (and their rationale) existing in our region, so that they may understand their role in implementing the said programmes.

ASSESSMENT:

One written assignment (2,000 words)	50%
Two projects:	
1. Preparing lesson Plan for Confirmation Students	25%
2. Preparation of programme for specific age group in rural area :	25%

LEVEL II

SEMESTER: II

COURSE CODE: THEO 2206

COURSE TITLE: APPROACHES TO CHRISTIAN EDUCATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEO 2205

COURSE DESCRIPTION: This course will explore and compare different contemporary approaches to Christian Education with special emphasis on those put forward by Groome, Fowler and Whitehead.

ASSESSMENT:

One paper on one of the methods of ca. 2,000 wds	25%
One 2-hour examination at the end of the semester	75%

LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2207

COURSE TITLE: CANON LAW: HISTORY AND PRINCIPLES

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: An historical overview of Canon Law. The format of the 1983 Code of Canon Law. Study of selected Canons from Books 1, 2 and 4 of the 1983 Code.

ASSESSMENT:

One written assignment of ca. 2,000 words	50%
One 1-hour examination at the end of the semester	50%

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2208

COURSE TITLE: CANON LAW: THE SACRAMENTS

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: A study of canons related to the celebration of the Sacraments with particular emphasis on the Sacrament of marriage and on Church praxis in the event of marital breakdown.

ASSESSMENT:

One written assignment of ca. 2,500 words 50%

One 1-hour examination at the end of the semester 50%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2209

COURSE TITLE: CANON LAW III: CHURCH GOVERNANCE

NUMBER OF CREDITS: 2

PRE-REQUISITES:

COURSE DESCRIPTION: Origin and History, Structure of Church Governance: Supra diocesan – cc. 330–367 and Diocesan – cc. 368–572

ASSESSMENT:

One written assignment of 2,000 words 50%

One 1-hour examination at the end of semester 50%

N.B. students are required to pass both components.

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2210

COURSE TITLE: CANNON LAW IV: THE CONSECRATED LIFE

NUMBER OF CREDITS: 2

PRE-REQUISITES: NONE

COURSE DESCRIPTION: Norms governing the Consecrated Life: cc. 573–746

ASSESSMENT:

One written assignment of 2,000 words 50%

One 1-hour examination 50%

N.B. students are required to pass both components.

LEVEL III

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 3207

COURSE TITLE: PEDAGOGY FOR JUSTICE

NUMBER OF CREDITS: 3

PRE-REQUISITES: EITHER THEO 2206-APPROACHES TO CHRISTIAN EDUCATION; OR THEO2316 -CHRISTIAN SOCIAL ETHICS; OR THEO 2312-LIBERATION THEOLOGIES

COURSE DESCRIPTION: This course will explore the relationship between Christian religious education and liberation theology's concern for Justice. A study of the relationship between theology and religious education, the social dimensions of religious education, and the philosophy of Paulo Freire will guide the students towards the preparation of a project for adult religious education in a Caribbean context.

ASSESSMENT:

Coursework (The project mentioned above) 40%

Final examination 60%

LEVEL III

SEMESTER: II

COURSE CODE: THEO 3208

COURSE TITLE: THEORY AND PRACTICE OF ECUMENISM

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 30 CREDITS OF THEOLOGICAL STUDY INCLUDING THE AREAS OF "BIBLICAL STUDIES," "THEOLOGICAL AND ETHICAL STUDIES," "HISTORICAL STUDIES" AND "PASTORAL STUDIES".

COURSE DESCRIPTION:

The aim of this course is to expose students who already have some background in Christian Theological Study to some major issues in the Contemporary Ecumenical Movement with a view to their actual involvement in ecumenical dialogue and practice.

ASSESSMENT:

Report on attendance at Ethiopian Orthodox Liturgy (10)

Essay ca 2000 words (30) 40%

One 2-hour examination 60%

LEVEL II / III: IV. THEOLOGICAL AND ETHICAL STUDIES

LEVEL II

SEMESTER: I

COURSE CODE: THEO 2301

COURSE TITLE: PERSPECTIVES IN CHRISTOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course aims at clarifying our belief in the humanity and divinity of Jesus the Christ and the nature of the relationship between the two. An examination will be made of methods, assumptions and cultural thought patterns that have influenced and continue to influence the shaping of this belief.

ASSESSMENT:

One written assignment ca 2000 words and a class presentation	40%
One 2-hour examination	60%

LEVEL II

SEMESTER: II

COURSE CODE: THEO 2304

COURSE TITLE: THE TRINITY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THE RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course aims at examining the Christian theology of the Trinity: Father, Son and Holy Spirit - its origins, development and contemporary interpretations.

ASSESSMENT:

Course Work	40%	One 2-hour examination	60%
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LEVEL II

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2306

COURSE TITLE: PERSPECTIVES IN ECCLESIOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course will aim at analysis of the sociological, philosophical and theological foundations for understanding the Church. An examination will also be made of some contemporary issues.

ASSESSMENT:

Course Work	40%	One 2-hour examination	60%
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LEVEL II

(NOT OFFERED 2013/2014)

SEMESTER: II

COURSE CODE: THEO 2310

COURSE TITLE: THEOLOGY OF CREATION

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES OR THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course aims at reassessing the theology of Creation in the light of such contemporary issues on the ecological crisis, women's concerns. An examination will be made of the Judaeo Christian tradition, the religious reasons offered for the wanton destruction of the environment and a reappraisal of the theology of creation.

ASSESSMENT:

Coursework	40%
One 2-hour written examination at the end of the semester	60%

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2312

COURSE TITLE: LIBERATION THEOLOGIES

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course seeks to enable the student to make a critical analysis of liberation theology, its methodology, its reception of Marx and its epistemological break with "First World" theologies.

ASSESSMENT:

One written assignment ca 2000 words	(20)	
group class presentation	(20)	40%
One 2-hour examination		60%

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2313

COURSE TITLE: THE PRINCIPLES OF CHRISTIAN ETHICS I

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course will consider the sources and base points of Christian ethics as the foundation for moral discernment and decision-making.

ASSESSMENT:

One written assignment ca 2000 words	(20)	
group class presentation	(20)	40%
One 2-hour examination		60%

LEVEL II

SEMESTER:

(NOT OFFERED 2012/2013)

COURSE CODE: THEO 2314

COURSE TITLE: PRINCIPLES OF CHRISTIAN ETHICS II

NUMBER OF CREDITS: 2

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course will consider some of the major issues in fundamental Christian Ethics today.

ASSESSMENT:

One research paper of ca. 2,500 words 50%

One 1-hour examination at the end of the semester 50%

LEVEL II

SEMESTER: I

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2316

COURSE TITLE: CHRISTIAN SOCIAL ETHICS

NUMBER OF CREDITS: 2

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES

COURSE DESCRIPTION: This course seeks to embark upon a textual and thematic study of the Social encyclicals and other major official social documents of the Christian Churches, paying special attention to methodology, anthropology and the evolution of ideas.

ASSESSMENT:

Coursework 40%

One 2-hour examination at the end of the semester 60%

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2317

COURSE TITLE: THEOLOGY AND HUMAN SEXUALITY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL OR THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course seeks to assist the student in developing an understanding of sexuality as it relates to one self and to the lives of other persons from the standpoint of faith.

ASSESSMENT:

One written assignment ca 2000 words (20)

group class presentation (20) 40%

One 2-hour examination 60%

LEVEL II

SEMESTER: I

COURSE CODE: THEO 2319

COURSE TITLE: CHRISTIAN ETHICAL PRINCIPLES

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN THEOLOGICAL AND ETHICAL STUDIES. MAY NOT BE READ WITH THEO2313 OR THEO 2314 FOR CREDIT TOWARD A DEGREE.

COURSE DESCRIPTION: This course will consider the base points of Christian Ethics as the foundation for moral discernment and decision-making. The course will also include a discussion of some major issues in Fundamental Christian Ethics such as Situation Ethics, natural and positive law and conscience.

ASSESSMENT:

Coursework 40% One 2-hour examination 60%

LEVEL III

SEMESTER: I

(NOT OFFERED 2012/2013)

COURSE CODE: THEO 3301

COURSE TITLE: THE WOMEN'S MOVEMENT AND THEOLOGY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL OR THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: This course will offer a critical appraisal of the manner in which the Women's Movement has influenced theology. It will examine the nature of the challenge made to the traditional images and language used in speaking of God and its shaping of cultural perceptions, attitudes and values.

ASSESSMENT:

One written assignment ca 2000 words (20)

group class presentation (20) 40%

One 2-hour examination 60%

LEVEL III

SEMESTER: II

COURSE CODE: THEO 3304

COURSE TITLE: SPECIAL TOPICS IN ETHICS

NUMBER OF CREDITS: 3

PRE-REQUISITES: THEO 2313 OR THEO 2316 OR THEO 2317 OR THEO 2319

COURSE DESCRIPTION: This course is designed specifically for students of Pastoral Care and Ministry in the Caribbean who may be called upon to provide leadership and guidance in ethical issues affecting life in the Caribbean today. Through classroom lectures and student-led discussions, the course seeks to uncover and explore the ethical issues surrounding selected topics ranging from social communication and conscientious objection to abortion, euthanasia and stem cell research.

The course will assess through a research paper, individual (or group) presentations and final examination, the student's ability to combine ethical analysis with study of official Roman Catholic teaching on the selected topics. Class discussions, research paper and final examination are devised to address course outcomes, help students go beyond recall lectures and textbooks chapters, and require critical thinking.

COURSE ASSESSMENT:

One Essay of 2500 words	30%
Class Presentation on selected topic	10%
One Two-Hour Examination	60%

LEVEL III

SEMESTER: II

COURSE CODE: THEO 3308

COURSE TITLE: ETHICS OF HUMAN SEXUALITY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS IN THEOLOGICAL AND ETHICAL STUDIES AT LEVEL II. NOTE: CANDIDATES WHO OFFER THEO 2317 TOWARD THEIR DEGREE MAY NOT ALSO OFFER THEO 3308 TOWARD THEIR DEGREE.

COURSE DESCRIPTION:

1. Sexuality as intimacy; sexuality as language; sexuality in Scripture; in theology doctrinal development today; role of woman in contemporary society.
2. Marital sexuality; the end and purposes of marriage; the finality of marriage in contemporary theology; the question of responsible partnership and parenthood; family planning by artificial and natural means; Humanae Vitae, Gaudium et spes, and relevant statements; the formation of personal conscience.
3. Direct sterilisation; indirect sterilisation for medical reasons; conflict situations and epikeia.
4. Pre-marital and extra marital sexuality; homosexuality and related problems of human intimacy.
5. The indissolubility of marriage; divorce and separation; internal and external forum solutions in pastoral contexts.

ASSESSMENT:

One paper of ca. 2000 words	25%
One 2-hour examination at the end of the semester	75%

LEVEL III

SEMESTER: II

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 3310

COURSE TITLE: MARY IN THE CHRISTIAN TRADITION

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 6 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL AND/OR THEOLOGICAL AND ETHICAL STUDIES.

COURSE DESCRIPTION: An examination of the theology of Mary as it is shaped in Scripture, Christian Tradition, Doctrines and Popular Belief; the relationship between Christology and Mariology; titles of Mary, popular devotions and representations in Art. Special attention to Catholic, Orthodox, Anglican and, various Protestant approaches to Mary.

ASSESSMENT:

One written assignment	(20)	
and a weekly reflection	(10)	30%
One 2-hour examination		70%

LEVEL III : V. RELIGIOUS AND PHILOSOPHICAL STUDIES

LEVEL III

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2401

COURSE TITLE: PHILOSOPHY OF RELIGION

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES.

COURSE DESCRIPTION: A critical approach to the Study of Religion; Method and Philosophical Issues

ASSESSMENT:

Course work	40%	One 2-hour examination	60%
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LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2402

COURSE TITLE: HERMENEUTIC PHILOSOPHY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN PHILOSOPHY.

COURSE DESCRIPTION: A study of Hermeneutic theory from Schleiermacher to the present time with special emphasis on the theories of textual interpretation of Gadamer and Ricoeur.

ASSESSMENT:

Course work	40%	One 2-hour examination	60%
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LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2404

COURSE TITLE: COMPARATIVE RELIGION

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 3 CREDITS AT LEVEL I IN RELIGIOUS AND PHILOSOPHICAL STUDIES.

COURSE DESCRIPTION: Theory of non-Christian Religions: Judaism, Hinduism, Islam and Afro-Caribbean Expressions: foundation for Inter-religious dialogue.

ASSESSMENT:

Course work 40% One 2-hour examination 60%

LEVEL II

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 2405

COURSE TITLE: STRUCTURALISM AND POST-STRUCTURALISM

NUMBER OF CREDITS: 3

PRE-REQUISITES: NONE

COURSE DESCRIPTION: This course will explore directions taken by contemporary Structuralist and post-structuralist thought as these pertain to Philosophy as well as to the study of language and literature.

ASSESSMENT:

Two short essays 30% One 2-hour examination 70%

LEVEL III

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 3401

COURSE TITLE: TRENDS IN 20TH CENTURY PHILOSOPHY

NUMBER OF CREDITS: 3

PRE-REQUISITES: AT LEAST 6 CREDITS AT LEVEL I AND/OR II AND/OR III IN PHILOSOPHY.

COURSE DESCRIPTION: A study of major trends in 20th century philosophy, with particular emphasis on the contributions of Wittgenstein and Heidegger.

ASSESSMENT:

One paper of ca. 2,500 words on some aspect of Heidegger's Philosophy 50%
One paper of ca. 2,500 words on some aspect of Wittgenstein's Philosophy 50%

LEVEL III

SEMESTER:

(NOT OFFERED 2013/2014)

COURSE CODE: THEO 3402

COURSE TITLE: POPULAR RELIGIOSITY IN THE CARIBBEAN

NUMBER OF CREDITS: 2

PRE-REQUISITES: THEO 1401: INTRODUCTION TO THE STUDY OF RELIGION.

COURSE DESCRIPTION: This course will consider the development, function, and influence of popular religious experiences and movements in the Caribbean as well as their relationship to the established traditions.

ASSESSMENT:

One paper of ca. 2,500 words 50%
One 2-hour examination at the end of the semester 50%

APPENDIX 1 – UNIVERSITY

Application of these Regulations

- 1 These Regulations apply to the presentation of work by a student for evaluation, whether or not for credit, but do not apply to invigilated written examinations.

Definition of plagiarism

- 2 In these Regulations, “plagiarism” means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing;

“Level 1 plagiarism” means plagiarism which does not meet the definition of Level 2 plagiarism;

“Level 2 plagiarism” means plagiarism undertaken with the intention of passing off as original work by the plagiariser work done by another person or persons.

- 3 What may otherwise meet the definition of plagiarism may be justified for the purposes of Regulation 2 where the particular unacknowledged use of the words, ideas and creations of another is by the standards of the relevant academic discipline a function of part or all of the object of the work for evaluation whether or not for credit, for example:
 - a. The unacknowledged use is required for conformity with presentation standards;
 - b. The task set or undertaken is one of translation of the work of another into a different language or format;
 - c. The task set or undertaken requires producing a result by teamwork for joint credit regardless of the level of individual contribution;
 - d. The task set or undertaken requires extensive adaptation of models within a time period of such brevity as to exclude extensive attribution;
 - e. The task set or undertaken requires the use of an artificial language, such as is the case with computer programming, where the use of unoriginal verbal formulae is essential.
- 4 It is not a justification under Regulations 2 and 3 for the unacknowledged use of the words, ideas and creations of another that the user enjoys the right of use of those words, ideas and creations as a matter of intellectual property.

REGULATIONS ON PLAGIARISM

Other definitions

- 5 In these Regulations,
“Chairman” means the Chairman of the relevant Campus Committee on Examinations;
“Examination Regulations” means the Examination and other forms of Assessment Regulations for First Degrees Associate Degrees Diplomas and Certificates of the University;
“set of facts” means a fact or combination of facts.

Evidence of plagiarism

- 6 In order to constitute evidence of plagiarism under these Regulations, there shall be identified as a minimum the passage or passages in the student’s work which are considered to have been plagiarised and the passage or passages from which the passages in the student’s work are considered to have been taken.

Student Statement on Plagiarism

- 7 When a student submits for examination work under Regulation 1, the student shall sign a statement, in such form as the Campus Registrar may prescribe, that as far as possible the work submitted is free of plagiarism including unattributed quotation or paraphrase of the work of another except where justified under Regulation 3.
- 8 Quotation or paraphrase is attributed for the purpose of Regulation 7 if the writer has indicated using conventions appropriate to the discipline that the work is not the writer’s own.
- 9 The University is not prohibited from proceeding with a charge of plagiarism where there is no statement as prescribed under Regulation 7.

Electronic vetting for plagiarism

- 10 The results of any electronic vetting although capable, where the requirements of Regulation 7 are satisfied, of constituting evidence under these Regulations, are not thereby conclusive of any question as to whether or not plagiarism exists.

Level 1 plagiarism

- 11 In work submitted for examination where the Examiner is satisfied that Level 1 plagiarism has been committed, he/she shall penalise the student by reducing the mark which would have otherwise been awarded taking into account any relevant Faculty regulations.

Level 2 plagiarism

- 12 Where an examiner has evidence of Level 2 plagiarism in the material being examined, that examiner shall report it to the Head of Department or the Dean and may at any time provide the Registrar with a copy of that report. In cases where the examiner and the Dean are one and the same, the report shall be referred to the Head of the Department and also to the Campus Registrar.
- 13 Where any other person who in the course of duty sees material being examined which he or she believes is evidence of Level 2 plagiarism that other person may report it to the Head of Department or the Dean and may at any time report it to the Campus Registrar who shall take such action as may be appropriate.
- 14 Where a Dean or Head of Department receives a report either under Regulation 12 or 13, the Dean or Head of Department, as the case may be, shall
 - a. where in concurrence with the report's identification of evidence of Level 2 plagiarism, report the matter to the Campus Registrar; or
 - b. where not concurring in the identification of evidence of plagiarism, reply to the examiner declining to proceed further on the report; or
 - c. where concluding that there is evidence of Level 1 plagiarism, reply to the examiner indicating that conclusion and the Examiner shall proceed as under Regulation 11.
- 15 Where a report is made to the Campus Registrar under Regulation 14a or 16, the Campus Registrar shall lay a charge and refer the matter to the Campus Committee on Examinations.
- 16 Where the Campus Registrar receives a report alleging Level 2 plagiarism from the Examiner or any other person except the Dean or Head of Department, the Campus Registrar shall refer the matter to a senior academic to determine whether there is sufficient evidence to ground a charge of plagiarism and where such evidence is found, the Campus Registrar shall proceed as under Regulation 15.
- 17 Where the matter has been referred to the Campus Committee on Examinations pursuant to Regulation 15, the proceedings under these Regulations prevail, over any other disciplinary proceedings within the University initiated against the student based on the same facts and, without prejudice to Regulation 21, any other such disciplinary proceedings shall be stayed, subject to being reopened.
- 18 If the Campus Committee on Examinations is satisfied, after holding a hearing, that the student has committed Level 2 plagiarism, it shall in making a determination on the severity of the penalty take into consideration:
 - a. the circumstances of the particular case;
 - b. the seniority of the student; and
 - c. whether this is the first or a repeated incidence of Level 2 plagiarism.
- 19 Where the Campus Committee is of the view that the appropriate penalty for an offence of Level 2 plagiarism is for the student to be:
 - (i) awarded a fail mark;
 - (ii) excluded from some or all further examinations of the University for such period as it may determine;
 - (iii) be dismissed from the University, it shall make such recommendation to the Academic Board.

Clearance on a charge of Level 2 plagiarism

- 20 A determination of the Campus Committee on Examinations that Level 2 plagiarism has not been found will be reported to the Campus Registrar who shall refer it to the Examiner and notify the student. Where the Committee has not identified Level 2 but has identified Level 1, it shall be reported to the Campus Registrar who shall refer it to the examiner.

Level 2 plagiarism: Appeal to the Senate

- 21 A student may appeal to the Senate from any decision against him or her on a charge of plagiarism made by Academic Board.

Delegation by Dean or Head of Department

- 22 The Dean or Head of Department, as the case may be, may generally or in a particular instance delegate that officer's functions under these Regulations.

Conflict of interest disqualification

- 23 Any person who has at any time been an examiner of work or been involved in procedures for laying charges in relation to which an issue of plagiarism is being considered under these Regulations shall withdraw from performing any functions under these Regulations other than those of supervisor and examiner.

PLAGIARISM DECLARATION

THE UNIVERSITY OF THE WEST INDIES

The Office of the Board for Undergraduate Studies

INDIVIDUAL PLAGIARISM DECLARATION

STUDENT ID:

COURSE TITLE:

COURSE CODE:

TITLE OF ASSIGNMENT:

This declaration is being made in accordance with the **University Regulations on Plagiarism (First Degrees, Diplomas and Certificates)** and must be attached to all work, submitted by a student to be assessed in partial or complete fulfilment of the course requirement(s), other than work submitted in an invigilated examination.

STATEMENT

1. I have read the Plagiarism Regulations as set out in the Faculty or Open Campus Student Handbook and on University websites related to the submission of coursework for assessment.
2. I declare that I understand that plagiarism is a serious academic offence for which the University may impose severe penalties.
3. I declare that the submitted work indicated above is my own work, except where duly acknowledged and referenced and does not contain any plagiarized material.
4. I also declare that this work has not been previously submitted for credit either in its entirety or in part within the UWI or elsewhere. Where work was previously submitted, permission has been granted by my Supervisor/Lecturer/Instructor as reflected by the attached Accountability Statement.
5. I understand that I may be required to submit the work in electronic form and accept that the University may subject the work to a computer-based similarity detection service.

NAME _____

SIGNATURE _____

DATE _____

GROUP PLAGIARISM DECLARATION

COURSE TITLE:

COURSE CODE:

TITLE OF ASSIGNMENT:

When submitting a group assignment for assessment each member of the group will be required to sign the following declaration of ownership which will appear on the coursework submission sheet.

We the undersigned declare that:

1. We have read the Plagiarism Regulations as set out in the Faculty or Open Campus Student Handbook and on University websites related to the submission of coursework for assessment.
2. We declare that I understand that plagiarism is a serious academic offence for which the University may impose severe penalties.
3. The submitted work indicated above is our own work, except where duly acknowledged and referenced.
4. This work has not been previously submitted for credit either in its entirety or in part within the UWI or elsewhere. Where work was previously submitted, permission has been granted by our Supervisor/Lecturer/Instructor as reflected by the attached Accountability Statement.
5. We understand that we may be required to submit the work in electronic form and accept that the University may check the originality of the work using a computer-based similarity detection service.

NAME _____

SIGNATURE _____

NAME _____

SIGNATURE _____

NAME _____

SIGNATURE _____

DATE _____

ADDITIONAL ACCOUNTABILITY STATEMENT WHERE WORK HAS BEEN PREVIOUSLY SUBMITTED

1. I/We have set out in an attached statement the details regarding the circumstances under which this paper or parts thereof has been previously submitted.
2. I/We have received written permission from my Supervisor/Lecturer/Instructor regarding the submission of this paper and I have attached a copy of that written permission to this statement.
3. I/We hereby declare that the submission of this paper is in keeping with the permission granted.

NAME _____

SIGNATURE _____

DATE _____



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