

Programme Advising

BEd Secondary English (Untrained Teacher /Model B)

ACADEMIC YEAR 2017/18

Academic Advising for Academic Year 2017/18

ADVICE: For students registered to the BEd English programme Model B (untrained teacher) option.

All courses in this programme is for three [3] credits except EDTL3026 for six [6] credits spread over two semesters.

| COURSE CODE | COURSE NAME | SEMESTER OFFERED | | | PRE-REQUISITE | IMPORTANT INFORMATION TO GUIDE COURSE SELECTION / REGISTRATION |
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| | | | | | | <p>SUMMARY POINTS:</p> <ol style="list-style-type: none"> 1. Only students with certification in teaching should register in this option (Model A). Please refer to your offer letter before proceeding. 2. This is a structured programme. All courses must be taken in the order it is presented. 3. You much check to ensure that courses listed in this document are also in your profile for registration. If not contact Undergrad Department for advise. 4. For those students requiring the English Language Proficiency Test (ELPT) - the exam schedule is posted during the year by the Registry on your Department's Web Page at: http://www.open.uwi.edu/undergraduate/home <p>TIP: The earliest offering is August 2015.(Check with your Site Coordinator for specific date).</p> <p>If you already passed the ELPT you should register for</p> |

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| | | | | | | FOUN1001 in Semester 1. |
| LEVEL 1 | | Sem 1 | Sem 2 | Summer | | |
| FOUN1001 | English for Academic Purposes | 1 | 2 | | ELPT – English Language Proficiency Test | If your Offer Letter from Admissions indicates that you are required to take the ELPT then you must first pass this test before you do FOUN1001. |
| LING1401 | Introduction to Language and Linguistics | 1 | | | | This course is the prerequisite to LING1402, LING2101 & LING2402. It examines human language and animal communication, natural and artificial language, oral and written language; prescriptive and descriptive grammars; the concepts of well-formedness and grammaticality; the concepts of structure; language in its social context, lectures and different types of variation; language types versus language families, universal properties of language, language change; language and brain, language acquisition. |
| EDTL1020 | Introduction to Teaching and Learning | 1 | | | | This course is the prerequisite to EDTL2020 This course will acquaint pre-service teachers with the multi-faceted nature of the Caribbean classrooms; sensitize them to the need for careful analysis of personal as well as professional experience; increase their powers of observation and ability to reflect on the nature of teaching; develop their ability to engage in oral and written evaluations of experience and observation |
| LING1402 | Introduction to Language Structure | | 2 | | LING1401 | This course is the prerequisite to LING2101 & LING2402. This course is an Introduction to Syntax, Morphology, Phonetics and Phonology. |

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| LITS1001 | Introduction to Poetry | | 2 | | | <p>This course is the prerequisite to LITS2503</p> <p>This course is an introduction to methods and techniques of critical appreciation of poetry. The lectures will be complemented by assignments in critical analysis of a variety of poems from the prescribed text and elsewhere.</p> |
| EDTL1021 | Planning for Teaching | | 2 | | | <p>This course is the prerequisite to EDTL2020</p> <p>The beginning teacher will explore the range of methods and procedures which can be used in teaching; demonstrate skills in unit and lesson planning; develop skills in teaching through team planning and in micro-teaching; reflect and refine methods of instruction; demonstrate skills in oral and written evaluation of their peer's teaching and their own teaching experiences.</p> |
| LITS1002 | Introduction to Prose Fiction | | | 3 | | <p>This course is the prerequisite to LITS2503</p> <p>This course focus on representative novels of the 18th, 19th and 20th centuries, the course provides an introduction to key issues in the study of prose fiction.</p> |
| EDPS1003 | Psychological Issues in the Classroom | | | 3 | | <p>This course is the prerequisite to EDPS2003</p> <p>In this course students will examine certain classroom events and case studies with a view to develop their analytical skills, and thereby come to appreciate how knowledge of psychology can inform their classroom behaviour.</p> |
| LEVEL 2 | | | | | | <p>SUMMARY POINTS</p> <p>Students can only progress to Level 2 having successfully completed all Level 1 courses.</p> |
| CODE | TITLE | Sem 1 | Sem 2 | Summer | Pre-requisite | |
| EDCU2013 | Introduction to Curriculum Studies | 1 | | | | <p>This course seeks to provide a conceptual framework that can be used for curriculum analysis and decision-making by exposing students to different views of the major curriculum</p> |

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| | | | | | | elements and the dynamic nature of the curriculum process. It also seek to expose students to psychological and sociological influence on the curriculum as well as how change occurs in and through the curriculum. |
| EDCE2025 | Introduction to Computer Technology in Education | 1 | | | | <p>This is an Education core course and must be taken in the first year of the programme.</p> <p>In this course students will be able to acquire knowledge of computer, how the computer affects teaching and learning. It will also enable them to use the computer as a tool for manipulation of text, numbers and graphics; creating presentations; publishing; and information transfer.</p> |
| EDLA2106 | The Language Use-Content of English Teaching | 1 | | | | <p>This course is the prerequisite to EDLA2103.</p> <p>The aims of the course are to:</p> <ol style="list-style-type: none"> i. help you understand the varied purposes for which language is used, and the conceptualizations offered for language as communication ii. engender a critical stance in the examination and analysis of how language is used |
| EDTL2020 | School Based Experience 1 | | 2 | | EDTL1020 & EDTL1021 | This course is intended for students without previous teacher training providing opportunities to study key aspects of school life and to gain some initial teaching experience in their specialist fields. |
| EDLA2107 | An Introduction to the Literature Content of English Teaching | | 2 | | | <p>This course is the prerequisite to EDLA2103 & EDLA3103</p> <p>The aim of this course is to:</p> <ol style="list-style-type: none"> i. improve teachers' acquaintance with an understanding of literary texts and materials suitable for use in schools; ii. improve teachers' own grasp of the knowledge, skills and habits that need to be developed in the school curriculum in literature. |
| LING2101 | Language Acquisition | | 2 | | LING1401 & LING1402 | This course is about views on how language is acquired; directions of research into first and second language acquisition; issues in second language acquisition research; theories of second language learning; linguistic theory and language acquisition theory and research and neurolinguistic aspects of language acquisition. |

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| FOUN1301 | Law, Governance, Economy and Society in the Caribbean | | | 3 | | This is a multi-disciplinary course of the Faculty of Social Sciences. It will introduce students to some of the major institutions in Caribbean society. This exposure is 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. |
| EDPS2003 | Motivation and the Teacher | | | 3 | EDPS1003 | This course seeks to introduce Psychology as a fundamental discipline, on which is essential to an understanding of the phenomenon of human behaviour. The specific aims are to: <ul style="list-style-type: none"> i. guide teachers to examine their motives for choosing teaching as a profession; ii. deepen their understanding of human behaviour, largely through exploring their own motives and values; iii. transfer this knowledge to the learner and the learning environment. |
| LEVEL 3 | | Sem 1 | Sem 2 | Summer | Pre-requisite | <p>SUMMARY POINTS</p> <p>Students can only progress to Level 3 having successfully completed all Level 2 courses.</p> |
| CODE | TITLE | Sem 1 | Sem 2 | Summer | Pre-requisite | |
| EDLA2103 | The Teaching of Literature | 1 | | | EDLA2106 & EDLA2107 | 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. |
| EDPH2024 | Issues and Perspectives in Education | 1 | | | | This course seeks to develop the students' understanding of the interplay of forces which affect teaching and learning and influence educational practice and policy. Students should thereby come to appreciate the critical and dynamic role they play as the educators of the citizens of tomorrow. |
| LITS2504 | West Indian Novel | 1 | | | | This course offers an introduction to the West Indian novel, by survey lectures and by detailed study of eight novels. Course readings and lectures are organized around comparative analysis of issues such as the emergence of West Indian fiction in the context of political and cultural |

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| | | | | | | nationalism; the West Indianization of the novel form; the relationship between language and literature; the politics of race and gender; the emergence of West Indian female writers; culture and identity; popular culture, desire, and the erotic; diaspora, imagination and community. Throughout, we will pay close attention to the variety of styles and genres employed in West Indian fiction. |
| LITS1003 | Introduction to Drama | | 2 | | | Playtexts use both poetry and prose, but as a performing art drama is sharply distinct. Just as much as musical notation, a playtext is in a special language that demands specific skills of interpretation. This course provides an introduction to reading, seeing, and writing about drama: there is history (of theatres, of acting, of production) to learn, and some theory to absorb, but we will then turn to complete plays and put those lessons into practice. |
| EDLA3106 | The Content and Pedagogy for CXC English A | | 2 | | | To understand the linguistic and discourse demands of and philosophical approach to language taken by the Caribbean Examination Council (CXC). To evaluate recent, local research findings on students' linguistic performance at the upper level of the secondary school; identity and analyse levels of reader-response for different genres of texts used at the CXC level; relate principles of writing theory relevant to the delivery of the CXC English language programme; apply knowledge of language and literature content to developing a working CXC English language syllabus; design and evaluate learning activities suitable for adolescents sitting CXC English language; demonstrate understanding of the assessment procedures used by the CXC. |
| LING2402 | Structure of the English Language | | 2 | | LING1401 & LING1402 | A review of basic grammatical terminology; different approaches to the construction of a grammar of English [Traditional vs. Structuralist vs. Transformational Generative]; thematic variants of the kernel clause; clause/sentence type and analysis of English Sentence Structure. |
| EDLA3110 | Writing in the Secondary School | | | 3 | | To introduce participants to the nature of writing as a cognitive activity; To examine the categories and forms of writing required in the secondary school; explore the range of assessment instruments and strategies available to teachers, and the ways that these forms of assessment inform instruction. |
| LITS2503 | West Indian Poetry | | | 3 | | This course is an introduction to the range of West Indian |

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| LEVEL 4 | | Sem 1 | Sem 2 | Summer | Pre-requisite | <p>SUMMARY POINTS</p> <p>Students can only progress to Level 4 having successfully completed all Level 3 courses.</p> <p>NOTE:</p> <ul style="list-style-type: none"> • A finalizing student is a student, who has successfully passed all FOUNDATION courses, has followed the sequence of course offerings and has now completed most of the Level 3 courses of their programme. • A Graduating Student is a finalizing student who has only a maximum of 3 courses to complete. |
| CODE | TITLE | Sem 1 | Sem 2 | Summer | Pre-requisite | |
| EDTL3026 | Investigating our Teaching | 1 | 2 | | | <p>This is a 6-credt course –taught across 2 semesters. Semester 2 entails a practical component as well as submission of an action research.</p> <p>This course is designed to aid in the understanding of the role of the teacher as a learner, researcher, self evaluator and reflective practitioner. It provides an opportunity for students to apply their knowledge of the teaching learning process in implementing an innovative teaching experiment to address a problem in their classrooms, to reflect critically on the experience and to write a report which informs their future practice.</p> |
| EDLA3103 | The Teaching of English Literature in the Secondary School | 1 | | | EDLA2107 & EDLA2103 | <p>This course demonstrate an understanding of the approach to literature taken by CXC and the role literature plays in language teaching and learning; relate principles of literary theory relevant to the delivery of the CXC English B programme; identify and analyse levels of reader response for different genres of text used by the CXC level; select appropriate methodologies and strategies to foster adolescents’ understanding and insights in reading and responding to literature.</p> |
| FOUN1101 FOUN1210 | Caribbean Civilization | 1 | | | | DO ANY <u>ONE</u> FOUNDATION COURSE |

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| | Science, Medicine & Technology | | | | | |
| LING2302 | Introduction to Sociolinguistics | | 2 | | LING1401 & LING1402 | At the end of this course students should have a sound theoretical and methodological background into micro-sociolinguistics and should be able to apply this knowledge to the analysis of different social activities. |
| EDME2006 | Classroom Testing and Evaluation | | 2 | | | <p>At the end of the course the students will:</p> <ol style="list-style-type: none"> i. Understand and articulate the rationale for educational measurement and evaluation ii. Understand the classification of objectives and their use in the table of specification iii. Appreciate and utilize the use the table of specification in compiling a test iv. Be sensitized to specified alternative assessment measures v. Understand and use statistics in a testing and measurement environment vi. Appreciate the need for and application of valid data collection instruments vii. Examine and value standardized testing for educational assessment viii. Understand the value and need for simple classroom research study |