



PROGRAMME ADVISING

BEd Secondary English (Pathway B)

ACADEMIC YEAR
2020/2021



Programme Delivery Department (PDD)

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IMPORTANT INFORMATION TO GUIDE COURSE SELECTION & REGISTRATION

Kindly review this document at the start of each semester
for any adjustments to the schedule.



New Students

Students who enrolled as of Academic Year 2020/2021 must follow the prescribed course of study and sequence given for their programme.

Continuing Students

Students are required to successfully, complete all courses in Year 1 before they can proceed to undertake courses in Year 2. Please continue to follow the prescribed course of study given.

Advice For Managing Course Load

Most students carry between 1 – 3 courses per semester. **For the working adult**, we recommend that you **do not attempt more than three (3) courses** per semester and two (2) courses in summer.

Plan wisely to suit your particular situation so you may perform at your full potential. Do not jeopardize your long-term goals by being unrealistic about what you can handle.

IMPORTANT NOTE for New Students

Orientation is the first step to achieving academic and personal success at the UWI Open Campus. It supports you by assisting with your transition to the online environment. It will equip you with the needed navigational skills to function successfully online and provide pertinent information about the available services, go to persons and responsibilities as an online student. It is imperative that you attend the online sessions offered by the Programme Delivery Department (PDD) as well as the session offered at your local site office.

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The **BEd Secondary English** This programme is offered in collaboration with the School of Education, UWI, Mona and is designed to improve the quality of teaching and learning in secondary schools. It uses the blended learning approach which is ideal for unqualified in-service teachers to make use of training opportunities while continuing with their careers. The programme is delivered online using the Open Campus “Learning Exchange” environment (Moodle/Learning Management System).

The **BEd Secondary English** is a 66-credit undergraduate programme. The duration of the programme is 3 years full-time and five years part-time. In order to qualify for the award of the BEd Secondary English degree, students must attain the credits at the respective levels as shown in the Table below.

Awards	Level 1	Level 2	Level 3	Total Credits
Degree	24 credits	24 credits	18 credits	66 credits

BEd Secondary English programme operates under a semester system.

- Semester 1 and 2 each, have thirteen (13) weeks of instruction plus an examination period.
- Summer session has seven (7) weeks of instruction plus the examination period.



Remember to check the programme-advising document before the start of registration and during the semester for any updates or additional information.

Pre-requisites for Matriculation into the BEd Secondary English Programme

- **Mathematics Requirements:** For entry to the Undergraduate programmes, an approved qualification in Mathematics is required. The minimum Mathematics requirement is a pass at CSEC or the equivalent. Candidates who do not meet this requirement must successfully complete the approved remedial Mathematics course Improving your Math Skills (IYMS1001). IYMS1001 is offered in semester 1, 2 and summer.
- **English Language Requirements:** The English Language Proficiency Test (ELPT) is used to assess whether applicants to the Undergraduate programmes possess a satisfactory level of writing and reading proficiency in English for university academic purposes. ELPT is a pre-requisite for FOUN1001: English for Academic Purposes. For those persons requiring ELPT, the exam schedule is posted by the Registry on the Department’s Web Page at: <http://www.open.uwi.edu/undergraduate/home>. Also, check your site office for more details. The earliest offering of ELPT is **August 8th, 2020**.

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- **Technology Requirement:** Students will need to have access to a computer with Internet access.
 - **Professional Requirements:** Students will need to have a recognised teaching certificate

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COURSE CODE	COURSE NAME	SEMESTER	PRE-REQUISITES & TIPS
LEVEL 1			
FOUN1001	English for Academic Purposes	1, 2	<p>ELPT – English Language Proficiency*</p> <p>* If your Offer Letter from Admissions indicates that you are required to take the ELPT then you must first pass this Pre-requisite test before you are allowed to do FOUN1001. Students requiring ELPT, the earliest offer is: August 8th, 2020.</p> <p>TIP: If you already passed the ELPT you should register for FOUN1001 in Semester 1. To move on to Level 2 courses students must successfully pass this course.</p> <p>With effect from Academic year 2019-2020, all newly admitted students to the University of the West Indies will be required to register for the required Foundation Course in Academic Literacies (unless otherwise exempted) as part of their Level One undergraduate degree programme. Part-time students will be required to register for this course during the first year of their registration.</p> <p>Assessment: 100% Coursework</p>
LING1401* Compulsory literature is required for this course	Introduction to Language and Linguistics	1	<p>None.</p> <p>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.</p> <ul style="list-style-type: none"> • <i>Fromkin, Victoria, Robert Rodman and Nina Hyams <u>An Introduction to Language</u>(latest edition) New York: Harcourt Brace</i> <p>Assessment: Exam 60% Coursework 40%</p>
EDTL1020	Introduction to Teaching and Learning	1	<p>This course is the prerequisite to EDTL2020</p> <p>None.</p> <p>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</p> <p>Assessment: 100% Coursework</p>

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COURSE CODE	COURSE NAME	SEMESTER	PRE-REQUISITES & TIPS
LING1402	Introduction to Language Structure	2	<p>LING1401 is the prerequisite for this course</p> <p>None.</p> <p>This course is the prerequisite to LING2101 & LING2402.</p> <p>This course is an Introduction to Syntax, Morphology, Phonetics and Phonology.</p> <p>Assessment: Exam 60% Coursework 40%</p>
LITS1001	Introduction to Poetry	2	<p>This course is the prerequisite to LITS2503</p> <p>None</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> <p>Assessment: Exam 60% Coursework 40%</p>
EDTL1021	Planning for Teaching	2	<p>This course is the prerequisite to EDTL2020</p> <p>None</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> <p>Assessment: 100% Coursework</p>

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LITS1002 There is a compulsory text for this course	Introduction to Prose Fiction	Summer	<p>None. This course is the prerequisite to LITS2504.</p> <p>This course focus on representative novels of the 18th, 19th and 20thcenturies, the course provides an introduction to key issues in the study of prose fiction.</p> <ol style="list-style-type: none"> 1. <i>Angel</i> – Collins, Merle (Sears Press pb) ISBN 9781845231859 2. <i>Moll Flanders</i> – Defoe, Daniel (Norton pb) ISBN: 039304291X 3. <i>So Long a Letter</i> - Bâ, Mariama (Heinemann pb) ISBN 0435905554 (ISBN13: 9780435905552) 4. <i>The House of the Seven Gables</i> – Hawthorne, Nathaniel (Penguin pb) ISBN: 0140390057 <p>Assessment: 60%Exam 40% Coursework</p>
EDPS1003	Psychological Issues in the Classroom	Summer	<p>This course is the prerequisite to EDPS2003</p> <p>None.</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> <p>Assessment:40% Coursework 60% Exam</p>

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LEVEL 2			
COURSE CODE	COURSE NAME	SEMESTER	PRE-REQUISITES & TIPS
EDCU2013	Introduction to Curriculum Studies	1	<p>None. 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 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.</p> <p>Assessment: 100% Coursework</p>
EDCE2025	Introduction to Computer Technology in Education	1, 2	<p>None. This is an Education core course and should be taken in within the first 2 years of the programme. 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> <p>Assessment: Exam 60% Coursework 40%</p>
EDLA2106	The Language Use-Content of English Teaching	1	<p>This course is the prerequisite for EDLA2103</p> <p>None.</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 <p>Assessment: Exam 60% Coursework 40%</p>
EDTL2020	School Based Experience I	2	<p>EDTL1020 & EDTL1021 are the prerequisite for this course</p> <p>None:</p> <p>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.</p> <p>Assessment: 100% Coursework</p>

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COURSE CODE	COURSE NAME	SEMESTER	PRE-REQUISITES & TIPS
EDLA2107	An Introduction to the Literature Content of English Teaching	2	<p>None: This course is the prerequisite to EDLA2103 & EDLA3103 The aim of this course is to:</p> <ol style="list-style-type: none"> Improve teachers' acquaintance with an understanding of literary texts and materials suitable for use in schools; Improve teachers' own grasp of the knowledge, skills and habits that need to be developed in the school curriculum in literature. <p>Assessment: 100% Coursework</p>
FOUN1301	Law, Governance, Economy and Society in the Caribbean	1,2,Summer	<p>None: 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.</p> <p>Assessment: 100% Coursework</p>
LING2101	Language Acquisition	2	<p>LING1401 & LING1402 are the prerequisites for this course. 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 neurolinguistics aspects of language acquisition.</p> <p>Assessment: 60% Exam 40% Coursework</p>
EDPS2003	Motivation and the Teacher	Summer	<p>EDPS1003 is the prerequisite for this course 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:</p> <ol style="list-style-type: none"> Guide teachers to examine their motives for choosing teaching as a profession; Deepen their understanding of human behaviour, largely through exploring their own motives and values; Transfer this knowledge to the learner and the learning environment. <p>Assessment: 10% Coursework 90% Exam</p>

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LEVEL 3			
COURSE CODE	COURSE NAME	SEMESTER	PRE-REQUISITES & TIPS
EDLA2103	The Teaching of Literature	1	<p>EDLA2106 & EDLA2107 are the prerequisites for this course.</p> <p>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.</p> <p>Assessment: Coursework 60% Exam 40%</p>
EDLA3110	Writing in the Secondary School	Summer	<p>EDLA 2103 & EDLA 2107 are the pre-requisites for this course</p> <p>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.</p> <p>Assessment:100% Coursework</p>
EDLA3103* Compulsory literature is required for this course	The Teaching of English Literature in the Secondary School	1	<p>EDLA 2103 & EDLA 2107 are the pre-requisites for this course</p> <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> <ol style="list-style-type: none"> Caribbean Examinations Council. CXC CSEC English, B Syllabus.(2009) Milner, J. and Milner, L Bridging English (4th ed). New York, (2008) Pearson Walcott, D. Ti Jean and his Brothers. New York. Farrar, Straus, Giroux (1970) <p>Assessment: 100% Coursework</p>

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LITS1003	Introduction to Drama	2	<p>None: Playtexts use both poetry and prose, but as a performing art drama is sharply distinct. Just as much as musical notation, a playtext is 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 will then turn to complete plays and put those lessons into practice.</p> <p>Assessment: 60% Exam 40% Coursework</p>
LITS2504*	West Indian Novel	1	<p>LITS1002 is the prerequisite for this course. 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 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. Compulsory literature is required for this course, see below.</p> <ol style="list-style-type: none"> 1 James, C. L. R. <i>Minty Alley</i>. University Press of Mississippi, (1997). 2. Selvon, Samuel. <i>The Lonely Londoners</i>. Longman, (1993). 3. Naipaul, V. S. <i>The Mystic Masseur</i>. Picador, (2011). 4. Rhys, Jean. <i>Wide Sargasso Sea</i>. London. Penguin Books, (2011). 5. Kincaid, Jamaica. <i>The Autobiography of My Mother</i>. Farrar, Straus, Giroux, (2013). <p>Assessment: 60% Exam 40% Coursework</p>
LING2402	Structure of the English Language	2	<p>LING1401 & LING1402 are the pre requisites for this course</p> <p>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.</p> <p>Assessment: 60% Exam 40% Coursework</p>

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EDPH2024	Issues & Perspectives in Education	1,2	<p>None:</p> <p>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.</p> <p>Assessment: 50% Exam 50% Coursework</p>
EDLA3106	The Content and Pedagogy for CXC English A	2	<p>EDLA 2106 is the prerequisite for this course</p> <p>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; identify 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.</p> <p>Assessment: 100% Coursework</p>
LITS2503*	West Indian Poetry	Summer	<p>LITS1001 is the prerequisite for this course</p> <p>This course is an introduction to the range of West Indian poetry in English.</p> <ol style="list-style-type: none"> 1. Brathwaite, Edward. <i>The Arrivants: A New World Trilogy</i>. London, Oxford University Press, (1973). 2. Goodison, Lorna. <i>To Us All Flowers are Roses</i>. Urbana and Chicago, University of Illinois Press, (1995). 3. Walcott, Derek. <i>Selected Poems</i> (Edward Baugh, editor). New York, Farrar, Straus, And Giroux, (2007). 4. Johnson, Linton Kwesi. <i>Mi Revalueshanary Fren: Selected Poems</i>. London. Penguin Books, (2002). <p>Assessment: 60% Exam 40% Coursework</p>

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Level 4			
COURSE CODE	COURSE NAME	SEMESTER	PRE-REQUISITES & TIPS
EDTL3026	Investigating our Teaching	1 & 2	<p>EDTL2020 & EDPH2024 are the prerequisites for this course</p> <p>This is a 6-credit course –taught across 2 semesters (starts in semester 1 and finishes in semester 2). Semester 2 entails a practical component as well as submission of an action research. 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. <u>This course should be taken in the final year of the programme.</u></p>
EDLA3103* Compulsory literature is required for this course	The Teaching of English Literature in the Secondary School	1	<p>EDLA 2103 & EDLA 2107 are the pre-requisites for this course</p> <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> <ol style="list-style-type: none"> 4. Caribbean Examinations Council. CXC CSEC English, B Syllabus.(2009) 5. Milner, J. and Milner, L Bridging English (4th ed). New York, (2008) 6. Pearson Walcott, D. Ti Jean and his Brothers. New York. Farrar, Straus, Giroux (1970) <p>Assessment: 100% Coursework</p>
FOUN1101 OR FOUN1210	Caribbean Civilization OR Science Medicine & Technology	2	<p>SELECT ONLY <u>ONE</u> (1) OF THESE FOUNDATION COURSES</p> <p>Assessment: Exam 60% Coursework 40%</p>

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LING2302	Introduction to Sociolinguistics	2	<p>LING1401 & LING1402 are the prerequisites for this course</p> <p>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.</p> <p>Assessment: 40% Coursework 60%Exam</p>
EDME2006	Classroom Testing & Evaluation	2	<p>At the end of the course the students will:</p> <ul 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 <p>Assessment: Mid-term Exam 30% Coursework 70%</p>

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