Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA Hon English, Pathway Language and Literature
Teaching Institution	American College of Thessaloniki-ACT
Awarding Institution	The Open University (OU)
Date of first OU validation	2013
Date of latest OU (re)validation	2022
Next revalidation	2027
Credit points for the award	BA Hons 360 credits
UCAS Code	N/A
HECoS Code	N/A
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	Fall 2022
Underpinning QAA subject benchmark(s)	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf
Other external and internal reference points used to inform programme outcomes. **For apprenticeships, the standard or framework against which it will be delivered.**	https://www.nottingham.ac.uk/english/about/equality-diversity-and-inclusion/decolonising-the-curriculum-in-english-studies-at-uon.aspx https://www.enl.auth.gr/index_en.html https://en.enl.uoa.gr/
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, **Mix of DL & Face-to-Face)**	FT, PT Face to face

Apprenticeship	N/A
Duration of the programme for each mode of study	FT 4 years, PT 4,5 years
Dual accreditation (if applicable)	NECHE
Date of production/revision of this specification	February 2022

2.1 Educational aims and objectives

ACT's BA Hons in English features two pathways, one in Language and Literature, and a second in Communication and New Media. The program of studies has been designed to be fresh, modern, and relevant to the academic and professional realities of today. It offers a synthesis of traditional and contemporary course content. Students take courses in literature, social media and communication, teaching methodologies and practices, creative writing, film studies and digital content. Emphasis is placed on a creative and analytical approach to learning. The classic becomes contemporary; texts meet technology. The English majors are encouraged to be critical and creative while exploring the written and visual culture of the world around them, both past and present. They learn how language has developed, how the words and texts we read today are influenced by social factors such as technology, marketing, and cultural norms, and why literary and media canons need to be challenged and change.

The aims and of the objectives of the BA Hons English are:

- provide students with vital knowledge in the subject areas of literature, media and communication, language and culture, with particular emphasis on interdisciplinary connections and perspectives;
- develop students' conceptual, analytical, critical, and creative skills for academic and professional purposes;
- help students become more astute readers, critical thinkers, and effective communicators;
- enhance students' adaptability to change and their ability for life-long learning and self-development;

- challenge students to operate efficiently and innovatively in dynamic multicultural academic and working environments;
- cultivate confidence, open-mindedness, collaborative ethos and a commitment to collective and individual progress
- prepare students for postgraduate studies and professional settings

Throughout, learning strategies acknowledge, respect and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.

The learning outcomes below distinguish as needed the two pathways.

2.2 Relationship to other programmes and awards

The programme has a number of cross-listed modules with the other ACT programmes. These are clearly sign-posted in the Curriculum map and submitted with the revalidation documents. Most are optional modules.

In addition, within their first two years of study, all ACT students are required to take a common general education curriculum consisting of 14 non-OU validated modules; the General Education Requirements, or GERs, are coordinated across the divisions and disciplines by the Academic Council with key input from faculty at the Division level. The GERs are placed into three main categories, the Arts and Humanities, the Sciences, and the Social Sciences (including modules such as Composition I and II, Advanced College English Skills). As a mechanism to implement and support student learning outcomes at the institution and programme levels, the GER courses are aligned with all academic programmes to provide a number of transferrable skills with a professionally-oriented dimension. In addition to developing communication, information and digital literacy skills, the GER curriculum emphasizes critical thinking and problem solving, quantitative reasoning, civic engagement, conflict resolution, creative expression and ethical integrity. With its solid liberal arts underpinning, the GER curriculum enriches students' educational experiences as they are also exposed to a range of viewpoints and debates that are part of current public discourse. As students progress from year to year, the GERs also provide the necessary links and transitions to the overall programme in terms of breadth and depth of knowledge directly relevant to the English programme (for example, the students move from an 'Introduction to Literature' GER, to a sequence of literature modules across all level.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
BA Ordinary 300 credits, Diploma of Higher Education 240 credits, Certificate of Higher Education 120 credits.

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
English 120- Introduction to Literature	15	Major Elective	15		
English 235- Introduction to Literary Theories and Criticism	15				
English 273- Introduction to Linguistics	15				
English 210- Creative Writing	15				
English 224- Post-War British and American Drama	15				
English 250-Advanced Writing and Professional Communication	15				
English 299: Teaching Approaches and Methods Past and Present	15				

Intended learning outcomes at Level 4 are listed below:

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 An awareness of the range of principal literary genres across prose, poetry and drama; A2 An awareness of the main concepts, theories and methodology in the basic disciplines of English; A3 An appreciation of the subject's past and continuing social, cultural, political and economic importance; A4 Awareness of how culture, language, technology, politics and economics affect how, where and by whom texts are produced and received.	Learning and teaching strategy Lectures, workshops, discussions, student led activities and group work, audio-visual materials. Assessment methods Short responses, presentations, quizzes, tests, short essays, reflective journal entries, annotated bibliographies, portfolios, exams, projects, term papers.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Ability to discover and synthesise information and diverse evidence in texts; B2 Ability to read closely and critically; B3 Ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in	Learning and teaching strategy Lectures, workshops, discussions, student led activities and group work, audio-visual materials.

3B. Cognitive skills	
writing; B4 Ability to recognise and utilise the expressive resources of language	<u>Assessment methods</u> Short definition responses, presentations, quizzes, tests, short essays, close reading activities, exams, creative and/or multimedia projects, research/term papers, long essays.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Ability to apply scholarly bibliographic skills appropriate to the subject. C2 Aptitude to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas. C3 Ability to Cultivate attention to detail, open-mindedness and organizational skills; C4 Ability to present information within wider contexts while being encouraged to be critical of dominant perspectives.	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, resources, and for acquiring effective production skills. <u>Assessment methods</u> Academic papers, multimedia presentations, web based research and projects, case studies, report writing.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Ability to work in a group and a collaborative environment. D2 Skills in creating works in various formats with the use of digital tools; D3 Acquisition of information gathering, evaluation and presentation skills. D4 Ability to plan and execute basic tasks and projects.	<u>Learning and teaching strategy</u> Lectures, systematic use of information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Group projects, report and project writing, tests and quizzes.

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in English 120 credits at Level 4

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
English 230- British Literature and Culture	15	Major Elective	15	N/A	
Eng/Hum 246-American Literature and Culture	15	Major Elective	15		
English 274- Applied Linguistics in Teaching Theory and Practice	15				
English 325- Pedagogical foundations in Second Language Acquisition	15				
English 268: Women and Literature	15				
Comm 327- Research Methods and Practice	15				

Intended learning outcomes at Level 5 are listed below:

Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 A wide knowledge of the subject and an ability to deploy a conceptual grasp of its central concerns in literature and language practices; A2 Awareness of how diverse social and cultural contexts affect styles and codes of communication in British and American literature;	Learning and teaching strategy Lectures, workshops, discussions, student led activities and group work, audio-visual materials, individual research in library and web-based databases, student participation in research, guest lectures, visits to professional settings (i.e. media agencies, language schools).

A3 Familiarity with contemporary debates/developments and methodologies in the field of English and Cultural Studies while recognising and challenging roots and Western biases of our own perception; A4 A self-reflective awareness of the critical, theoretical, linguistic and pedagogical concepts and terminology and how these inform research;	<u>Assessment methods</u> Critical and persuasive written work, with research components phased in progressively in a variety of formats building from level 4. Interviews, questionnaires, advanced multimedia assessments, blogs, podcasts, lesson plans, teaching practicum.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Ability to apply their understanding of critical, analytic and creative approaches to produce knowledge; B2 competence in the appropriate choice, synthesis and use of material according to theories and concepts; B3 Independent and self-reflective critical judgement; B4 Fluent and effective communication of ideas, sophisticated writing ability, and an understanding of writing as a process.	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, independent reading of academic/specialized texts, individual research. <u>Assessment methods</u> Short responses, presentations, tests, long essays, book/film reviews, exams, projects, research papers, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources. C2 Fluency and effectiveness in the communication of ideas, sophisticated writing ability, and an understanding of writing as a process (including revision and editing). C3 Subject-specific and generic skills, including skills of investigation and enquiry, oral and written communicative skills, the use of a range of digital systems for accessing data, resources, contacts and literature, and media production skills and creativity. C4 Awareness of professional ethics, codes of conduct, and legal considerations relevant to the production of cultural forms and products.	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, and for acquiring effective production skills. Participation in events organized by the college and the Division (career week, seminars on CV writing and interview techniques, etc.) <u>Assessment methods</u> Academic papers, multimedia presentations, web based research and projects, case studies, report writing.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Ability to respond creatively and imaginatively to research tasks. D2 Ability to use a variety of computer-based skills ranging from basic competences to web-based technology and digital multimedia. D3 Aptitude to work productively in a group or team, and to develop working relationships by respecting and showing sensitivity to cultural contexts when working with others D4 Ability to collate, critically evaluate and understand a variety of research material within and beyond academic literature.	<u>Learning and teaching strategy</u> Continuous engagement with information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing)

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in English 240 credits (120 at Level 4, 120 at Level 5)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	**Credit**	**Optional modules**	**Credit**	**Is module**	**Semester**

Programme Structure - LEVEL 6					
	points		**points**	**compensatable ?**	**runs in**
English 259-Postcolonial Literature	15	Major Elective	15	N/A	
English 320-The Other in Literature and Media	15	Major Elective	15		
English 340-Comparative Literature	15				
English 380- The Business of Literature	15				
English 390- Senior Thesis I	15				
English 395- Senior Thesis II	15				

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Ability to develop, comparative and imaginative interpretations of literary, critical, linguistic or creative material; A2 Ability to recognise the potential limits of knowledge which includes self-reflectivity and a critical stance towards dominant discourses; A3 A thorough understanding of the developments in the fields of English and the ability to recognize and respond to an evolving canon; A4 Ability to reflect critically upon the acts of reading and writing and on the history of textual production and reception;	Learning and teaching strategy Lectures, workshops, discussions, student led activities and group work, student participation in research, audio-visual materials, individual research in library and web-based databases, guest lectures, visits to professional settings (i.e. media agencies, language schools, book-stores). Senior thesis seminars and workshops, tutorials, debates and group work, use of audiovisual materials, focused research in library and web-based databases. Assessment methods Critical and scholarly written work, with research components phased in progressively in a variety of formats building from previous levels. Senior thesis, comparative projects, portfolios, multimedia

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	assessments (i.e. infographics, video presentations, blog writing).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Understanding of how critical, analytical and creative approaches produce knowledge; B2 Independence of mind and originality of approach in interpretative and written practice and in intiating projects of their own; B3 Ability to participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own; B4 display confident textual analysis and fluent critical argument, attending to language, structure and form and the role of the reader in the process of communication and interpretation.	<u>Learning and teaching strategy</u> Lectures, group work, workshops, guest lectures, discussion groups, individual research, audio-visual materials, personal advising by thesis mentors, tutorials. <u>Assessment methods</u> Senior thesis, academic papers, book/film reviews, exams, projects, research projects, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Aptitude to engage in critical analysis, whether of texts, fields of knowledge, concepts or cultural or production practices, including the ability to contextualize the analysis and engage in critical debates through discursive argument. C2 Ability to deliver original work (e.g. long essays, senior thesis) based on thorough knowledge of the state of the art, data harnessed through empirical research, and providing a comparative/critical perspective. C3 Familiarity with various research methodologies, and ability to conduct independent research and organize relevant information to formulate an appropriate written argument or response. C4 Ability to locate, understand, and apply the research ethical codes produced by relevant subject associations, and understand and comply with the ethical standards appropriate to research in their field of interest.	<u>Learning and teaching strategy</u> Extensive engagement with individual and group projects, continuous engagement in events organized by the College (career week, workshops on thesis writing, seminars with professionals in the field of English and the Media, events, etc). <u>Assessment methods</u> Multimedia presentations, web based research and projects, case studies, research and report writing. Advanced seminars and guest lectures, extracurricular placement in internships and volunteerships.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Skills to critically evaluate arguments, abstract concepts and data. D2 Adaptability, creativity and reflectivity in producing output for a variety of audiences and in a variety of multi-platform media. D3 Ability to select and apply advanced research methods and techniques to produce original work; D4 Ability to work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflectivity.	<u>Learning and teaching strategy</u> Lectures, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Senior thesis, academic papers, group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in English 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)

BA (Hons) English 360 Credits

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

Required modules unique in one pathway can be taken as elective modules to satisfy this elective requirement in the pathway. In addition, the programme coordinator, in consultation with the teaching team, selects from an available list (attached with this submission) of elective modules as need and student interest arises. The electives are listed per level and serve to strengthen a particular field within the subject (for example, additional modules in teaching and education can be offered if a particular group of students declares such an interest and is so career-oriented). As a result, some electives will be offered more regularly than others.

Given the above scheme, students can decide on their pathway half way through level 4.

All students majoring in English can choose to do an Internship in Level 6, either on campus (Anatolia English Programs, Learning Hub, Library, etc.) or locally (mainly various NGOs), depending on their pathway and career interests.

5. Support for students and their learning.

Academic Support Services include:

- Financial Aid
- An academic advising program through which each student is assigned an advisor upon entering his/her freshman year who will offer advice on the students' academic and career plans. Students are expected to meet with their advisors regularly throughout the semester, and especially when they face

academic problems or want to withdraw from a course. Students are expected to consult with their advisors prior to registration. In the case of English, the English Coordinator assumes fully responsibility over the English majors and their programme of study.

- Counselling services for students experiencing emotional and other challenges.
- An optional but highly recommended English Language Preparatory Program prior to the first term at ACT for those students who need support in building their English language proficiency.
- A Learning Hub (prior Writing Center), open to all students, to help with writing, math and science projects since many are not familiar with project-oriented education and are used to lecture-based classes.
- A Business Liaison and Career Services Office through which students are provided assistance with their efforts in preparing graduate school applications and employment search, as well building bridges with the professional world. The office also develops programs and workshops to help with the students' future career plans. Detailed information on its services is provided in the Background document.
- An I.T. center which provides technical assistance and advice, as well as information technology instructional services.
- In the Niarchos Technology center, students have access to computer labs and printing services.
- Office facilitating and advising on Study Abroad opportunities.
- Extensive Library facilities and assistance. Remote access to all e-resources is available to students.
- A concise, student-friendly guide to the Harvard citation style (to be used across the institution) is available on Bissell Library's website.
- ACT has a learning disability policy in practice and provides appropriate assistance and compensation to students that have certified needs.
- ACT maintains a long-established Committee on Academic Standards and Performance.
- ACT provides Internship opportunities (through the Level 6 Placement module) and Service learning and Community Service programs to all its students on a volunteer basis, in order to enhance the development of their social and professional skills.

Students are informed in detail of all services and facilities during their induction (Orientation Session), through meetings with their advisers as well as through accessing e-documents (Undergraduate Student Handbook) and the ACT website. The English Programme Handbook included with the revalidation documents directs to all such relevant services and links.

6. Criteria for admission

Application Requirements (Greek/EU Admission and Non-EU Admission)

Applicants are required to submit the following when applying for admission to the program:

An Application Form.
An official high school transcript of grades. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
An official high school diploma with a minimum grade of 14/20 in the Greek high school system or its equivalent in any other system; a minimum score of 24 in the IB diploma. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
Official evidence of proficiency in English. Students should submit an English certificate at a minimum level of B2, obtained in the last two years. Exempted are students whose primary language of instruction at school has been English for the duration of the secondary school studies.

A list of acceptable English test scores is the following:

If your qualification is not listed below, you can still apply, as applications are assessed on an individual basis.

Test of English as a Foreign Language (TOEFL), overall score iBT score 80

FIRST CERTIFICATE IN ENGLISH CAMBRIDGE UNIVERSITY or CAMBRIDGE ASSESSMENT ENGLISH or FIRST CERTIFICATE IN ENGLISH, CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179.
INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS), University of Cambridge Local Examinations Syndicate (UCLES) or CAMBRIDGE ASSESSMENT ENGLISH – The British Council – IDP Education Australia IELTS Australia score 5,5 - 6,5.

(ECCE)- CERTIFICATE OF COMPETENCY IN ENGLISH, MICHIGAN University (ENGLISH LANGUAGE INSTITUTE or Cambridge Michigan Language Assessments - CaMLA or Michigan Language Assessment.)

TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) score 505 - 780, EDUCATIONAL TESTING SERVICE/CHAUNCEY, USA.

Michigan State University – Certificate of English Language Competency (MSU – CELC): CEFR B2.

Application Requirements (US Degree-Seeking Admission)

US applicants are required to submit the following when applying for admission to the program:

An Application Form

Official transcripts of 9th, 10th, 11th grade and a grade report of the 12th grade. Candidates should have earned a minimum overall grade average of C+ in their final year or a minimum score of 24 in the IB grading system to be admitted.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
New scheme for passing a module Starting in the Fall 2018 term, ACT has put in effect a new scheme for passing a module. Details follow: Every assessment in every module has an associated threshold value (mark), which is set to 25 for all assessments. Students would need to achieve this minimum value (mark) in order to ensure that they have made a genuine attempt at each and every assessment. In order to pass a module, the student has to: 1. Achieve a mark that is above threshold (25) in all assessments. 2. Have an overall weighted average in the module that is 40 or higher. In the case that the student fails to accomplish one of the above, they will need to re-sit the failed component and the re-sit results will be capped at 40 as per the current regulations. Based on this for a piece of assessment, the student can: 1. 'Pass' the assessment: score 40 or better 2. 'Make a genuine attempt' at the assessment: score between 25 and 39 3. 'Fail' the assessment: score 24 or less Cases 1 & 3 follow the current rules – pass and re-sit respectively. In case 2, if the student has an overall module average of 40 or better, they are seen to have meet the associated learning outcomes of the module collectively to pass the module and do not have to re-sit the assessment.

The above proposal does not apply to the Thesis modules. In these modules, the student has to resit an assessment when the mark is below 40 as per the current regulations.

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
Standard evaluating methods are into place and overseen by the programme coordinator: evaluating through student evaluation forms, grade averages, sit-in observation and meetings, formal or informal, with both students and faculty. All relevant information is passed on to individual instructors and program coordinators so it can be used to improve teaching and learning strategies. Wherever necessary, the program coordinator conducts individual or group faculty mentoring. The recently adopted Module Reports provide opportunities for self-reflection on teaching strategy and assessment methods, thus adding to the methods available for evaluation. Finally, the departmental meetings, division meetings and the academic council function as means to address issues for improving the quality and standards of teaching and learning. An institution-wide policy on Academic Integrity is in place (included in the Student Handbook and all module descriptors) to safeguard quality and standards of learning. A more thorough discussion can be found in the Background document # 12.

11. Changes made to the programme since last (re)validation
See also Background document #6 All changes made to the programme can be found in the attached file “Amendments since last revalidation – Language and Literature Pathway”

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	English 120- Introduction to Literature	x	x	x		x	x	x			x				x		x
	English 235- Introduction to Literary Theories and Criticism	x	x	x	x		x	x		x	x		x			x	
	English 273- Introduction to Linguistics		x		x		x	x	x	x	x					x	x
	English 210- Creative Writing	x			x			x	x		x	x					x
	English 224- Post World War II British and American Drama	x	x	x	x	x	x	x	x	x	x		x				x
	English 250-Advanced Writing and Professional Communication				x			x	x		x	x	x		x	x	x
	English 299: Teaching Approaches and Methods Past and Present		x	x			x		x		x	x		x	x	x	x
	OPTIONAL MODULES																
	English 221: Short Fiction	x			x	x	x	x	x		x				x		x
	Hist 201: Women in Modern Times (Pol & IR)				x	x	x	x		x	x		x	x		x	x
	Soc Sc 210: Introduction to Global Studies and Human Geographies (Pol &IR)			x	x			x		x	x		x	x		x	x

	CS 206: Web Development (BC)				x				x		x	x		x	x	x	x
	Comm 127: Communication, Culture and Society			x	x			x	x	x	x		x	x	x	x	x
	English 275: Sociolonguistics		x	x	x		x	x	x	x	x		x			x	x
	English 220: Introduction to 20th Century Poetry and Drama	x	x	x	x	x	x	x	x	x	x		x				x

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	English 230: British Literature and Culture	x	x	x		x		x	x	x	x			x		x	x
	Eng/Hum 246: American Literature and Culture	x	x	x		x		x	x	x	x			x		x	x
	English 274: Applied Linguistics in Teaching Theory and Practice	x		x	x		x		x		x	x	x	x			
	English 325: Pedagogical foundations in Second Language Acquisition	x		x	x		x		x		x	x	x		x		
	English 268: Women and Literature	x	x			x		x	x		x			x			x
	Comm 327: Research Methods and Practice			x	x	x	x	x	x	x	x	x	x	x		x	x
	OPTIONAL MODULES																
	Hum 221: History on Film/Film on History (Pol &IR)			x		x		x	x	x	x			x		x	x
	English 292: Literature, Art and Culture in Language Education	x	x		x	x			x		x	x	x	x		x	x
	English 284: Literature through Performance	x	x	x		x			x		x	x	x	x		x	
	English 350: Advanced Writing/Writing for Social Change	x		x	x	x	x	x	x	x	x			x		x	x
	Comm 217: Media in Transition			x	x	x		x		x		x	x	x	x		
	CS 306: Advanced Web Development (BC)			x					x	x	x	x	x		x	x	

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	English 259-Postcolonial Literature	x	x	x	x	x		x	x	x	x			x	x		
	English 320-The Other in Literature and Media	x	x		x	x	x	x	x	x	x			x	x	x	
	English 340-Comparative Literature	x	x	x	x	x	x	x	x	x	x			x	x	x	
	English 380- The Business of Literature			x	x		x		x		x	x	x	x	x		
	English 390- Senior Thesis I	x	x		x	x	x		x	x	x	x	x	x		x	x
	English 395- Senior Thesis II	x	x		x	x	x		x	x	x	x	x	x		x	x
	OPTIONAL MODULES																
	English 310: Design and Evaluation of Teaching and Assessment Materials	x		x			x	x			x	x	x	x	x		x
	Marketing 324: E-Marketing (B)				x		x	x				x	x		x	x	x
	CS 219: Video Game Design with Unity and 3ds Max (BC)				x		x	x			x		x		x		
	English 370 : Literature and Film	x	x	x	x	x	x	x	x	x	x			x			
	Practicum 300 (common to all programmes)	x		x				x			x	x	x		x	x	x