



ENGLISH



The Open University

*Programme
Handbook*

1. WELCOME AND INTRODUCTION

WELCOME!

Dear Student,

This Handbook is intended to provide a concise reference and guide for all ACT students. Included herein are brief statements of College policies applicable to and of interest to all College constituencies.

This guide is intended to address some of the common academic and student life questions and concerns that are likely to arise during your years at ACT. Its purpose is not merely to lay out the policies of academic life, but also to point out ways of thinking about your education. Planning carefully and looking ahead will enable you to maximize your opportunities at the College. Knowing when and where to find guidance and counsel is important in ensuring that your educational choices are well considered and make sense in the context of your larger academic goals.

We do assume, however, that you will seek out the help you need. This guide has been designed to help you do just that. Please read it, keep it, and use it as a reference throughout your academic career.

Other channels of communication at ACT are provided by:

- Viewbook/Catalogue of Study (annual publication consisting of the analytical programs of study, course offerings and course descriptions)
- The Student Bulletin (weekly during the semester)

With best regards,

Dr. Stamos Karamouzis

ACT Provost

A BRIEF INTRODUCTION TO ACT

The American College of Thessaloniki (ACT, founded in 1981 as two-year, Associate-degree granting institution) is the tertiary-level division of Anatolia, a private, non-profit educational institution founded in 1886. It is incorporated in, and chartered by the Commonwealth of Massachusetts, and it is fully accredited by the New England Association of Schools and Colleges (NEASC) through its Commission on Institutes of Higher Education. In inspiration, mission, governance, and programs, ACT resembles the traditional New England colleges upon which it has been modeled.

Founded by American Protestant missionaries, Anatolia was originally located in Asia Minor and evolved from a seminary in Constantinople, which began in 1840. The school was closed during the Greek-Turkish War of 1919-1922 and ceased to have a viable mission in Asia Minor when Turkey's minority communities were uprooted under the peace treaties concluding the war. In 1924, Anatolia relocated to Thessaloniki, where the greatest part of the refugee influx from Asia Minor had settled. In the mid-1930s, the school moved to its present location on a forty-five acre campus a few miles from the center of the city.

ACT moved to a four-year college in 1989 and currently offers Bachelor's degrees in the areas of Business, Technology, English and International Relations. Since 2002, ACT also established a graduate program in Business (MBA) with concentrations in key disciplines such as Marketing, Management, Entrepreneurship, and Banking & Finance. The MBA program is designed to accommodate both business graduates as well as graduates from other disciplines and can be completed on full-time or part-time basis within one or two years. Starting with the entering class of Fall 2008 three of ACT's undergraduate degree programs (Business, International Relations and Business & Computing) were validated by the University of Wales. In September 2013, ACT entered a new validation agreement for all its undergraduate programs with one of the top British Universities, the British Open University.

In recent years, ACT has received grants from a number of foundations, notably among which are the Anagnos Foundation, the Andrew Mellon Foundation, the Cleveland H. Dodge Foundation, the N. Demos Foundation, the Minneapolis Foundation, the Pappas Foundation, (US), the J. F. Costopoulos Foundation, and the Stavros S. Niarchos Foundation (Greece). These grants, contributions by many individual donors in Greece and in the US, and most particularly the extraordinary contributions of Mr. George Bissell, Chair of the Board of Trustees, have made possible the creation of a world-class campus and of the Bissell Library, a state of the art facility unique in SE Europe.

2. ACADEMIC CALENDAR (INCLUDING TERM AND ASSESSMENT DATES)
(www.act.edu/academics/academic-calendar)

Fall 2018	
September 17 (M)	Study Abroad Housing Opens/ On-campus Housing Opens
September 19–21 (W–F)	Resit Exams for Spring I, Spring II and Summer Terms
September 19-21 (W-F)	New Student Orientation/Study Abroad Orientation/Registration
September 24 (M)	First Day of Classes
September 28 (F)	Last Day for Course Changes
October 25-26 (Th-F)	Fall Break
November 2 (F)	Last Day to Drop a Course
December 7 (F)	Last day of classes
December 10-18 (M-Tu)	Final Exams for all courses *
Spring I 2019	
January 7-8 (M-Tu)	New Student Orientation/Study Abroad Orientation/Registration
January 9 (W)	First Day of Classes
January 15 (Tu)	Last Day for Course Changes
January 30 (W)	3 Hierarch's Day, No Classes
February 4-7 (M-Th)	OU Exam Board
February 14-15 (Th-F)	Fall 2018 Resit Exams, No Classes
February 19 (Tu)	Last Day to Drop a Course
March 11 (M)	Shrove Monday (Kathara Deftera), No Classes
March 25 (M)	Independence Day, No Classes
March 27 (W)	Last Day of Classes
March 28 (Th)	Reading Day
March 29-April 5 (F-F)	Final Exams for all courses
Spring II 2019	
April 10 (W)	First Day of Classes
April 15 (M)	Last Day for Course Changes
April 19 (F)	Last day of Classes before Easter Break
May 6 (M)	Classes resume
May 17 (F)	Last Day to Drop a Course
June 11 (Tu)	Last Day of Classes
June 12 (W)	Reading Day
June 13-14 (Th-F)	Final Exams for all courses
Summer 2019	
June 19 (W)	First Day of Classes
June 20 (Th)	Last Day for Course Changes
June 24-27 (M-Th)	OU Exam Board (tentative)
June 28 (F)	Last Day to Drop a Course
July 2 (Tu - Tentative)	Commencement
July 17 (W)	Last Day of Classes
July 18 (Th)	Reading Day
July 19 (F)	Final Examinations

3. LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF (www.act.edu/academics/faculty)

CHAIR

- **Dr. Eleni Godi,**
Assistant Professor (English)
BA English Language and Literature, University of Thessaloniki;
MA English Language and Literature, Boston University;
MPhil English, Oxford University;
PhD English Literature, University of Thessaloniki (Reg)
Tel.: +30-2310-398229; Email: egodi@act.edu

ACADEMIC STAFF (ALPHABETICAL ORDER)

- Dr. Emily Bakola,
Adjunct Professor (English)
BA English with Minor in Cinema and Cultural Studies; SUNY Stony Brook, N.Y.;
MA; PhD Comparative Literature, SUNY Stony Brook, N.Y.;
- Ms. Fiona Cornes,
Adjunct Professor (English)
BA (Hons) Theatre Arts/English Literature with Film and Video Studies, University of Exeter;
MA Contemporary Theatre Practice, University of Lancaster;
- Ms. Nicola Kondoyiannis,
Adjunct Professor (English)
BA French Language and Literature, Goldsmith's College, University of London;
RSA Cambridge TEFL; St. Michael's College;
MA TESL, St. Michael's College;
- Dr. Yvonne Kosma,
Adjunct Professor (Communication and Media)
BA Sociology, Panteion University for Social and Political Science, Athens, Greece;
MA in Political Science and Sociology, National Kapodistrian University of Athens;
PhD Gender and Cinema, Department of Political Science and Public Administration, National Kapodistrian University of Athens;
- Ms. Georgia Nenopoulou,
Adjunct Professor (English)
BA English and French Literature, Simmons College;
MA TESL, Saint Michael's College;

- Dr. Sofia Theodosiadou,
Adjunct Professor (English)
BA in Communication and Media Studies, National and Kapodistrian University of Athens, Greece;
MA in European Journalism Studies, University of Wales, School of Journalism, Media and Cultural Studies, Cardiff, U.K. ;
PhD in History and Sociology of Broadcasting Media, Panteion University of Social and Political Sciences, Athens, Greece;
- Ms. Elisavet Tsakiroglou,
Adjunct Professor (English)
BA in Literature with Spanish, University of Hertfordshire, UK;
MSc in TESOL and CALL, University of Stirling, Scotland, UK;
Postgraduate Certificate in Education, Institute of Education, University of London, UK;

4. LIST OF SUPPORT STAFF

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Phone No. (2310+No.)	e-mail (name@act.edu)
President	Dr. Panayiotis Vlachos	Stephens Hall, 1 st Floor	398204	pvla
Executive Assistant to the President	Ms. Elena Charalambides	Stephens Hall, 1 st Floor	398204	elenacha
Vice-President for Operations & Planning	Mr. Ioannis Tsorbatzoglou	Stephens Hall, 1 st Floor	398326	yatso
Administrative Assistant to the VP for Operations	Ms. Lena Markoudi	Stephens Hall, 1 st Floor	398278	elmar
Vice President for Institutional Advancement	Mr. Peter Chresanthakes	Stephens Hall, 1 st Floor	398265	peter
Vice President for Finances & HR/CFO	Mr. Pavlos Floros	Stephens Hall, 1 st Floor	398214	pfloros
Admini. Asst. to the VP for Finances & HR/CFO	Ms. Maria Grigoriou	Stephens Hall, 1 st Floor	398306	mgrigor
Assistant Accountant	Ms. Eva Montiadou	Stephens Hall, Ground Floor	398219	emont
Human Resources Officer	Ms. Vicky Zaroucha	Stephens Hall, Ground Floor	398246	vickys
Director of College Relations	Ms. Rania Semertzian	Stephens Hall, 2 nd Floor	398327	rsemer
Alumni and Public Relations Officer	Ms. Marina Charitopoulou	Stephens Hall, 2 nd Floor	398220	mcharito

Director of Marketing	Mr. Theodore Papanestoros	Stephens Hall, 1 st Floor	398385	theodore
Director of International Programs	Ms. Heather Funk	New Building, Ground Floor	398215	heather
Study Abroad Coordinator	Ms. Miranda Margariti	New Building, Ground Floor	398205	mmargari
Student Services Coordinator	Ms. Natalia Alexiou	New Building, Ground Floor	398242	nalexiou
Associate Director of Enrollment Management	Mr. Evripidis Konstantinidis	Bissell Library, 1 st Floor	398398	evrikons
Director of Admissions	Ms. Roula Lebetli	Bissell Library, 1 st Floor	398239	admissions
Head Registrar	Ms. Antigoni Vlachopoulou	New Building, Ground Floor	398207	actreg
Administrative Assistant to the Registrar	Ms. Theodora Zafiriou	New Building, Ground Floor	398224	actreg
Business Liaison & Career Services Officer	Mr. Dimitris Diamantis	Bissell Library, Ground Floor	398337	ddiamantis
Assistant Administrative Officer	Mr. Vassilis Loukidis	New Building, Ground Floor	398216	vloukid

5. NAME, POSITION AND INSTITUTION OF THE EXTERNAL EXAMINER(S) INVOLVED IN THE PROGRAMME

- Dr. Richard Ellis, University of Derby (Chief EE)
- Professor Deborah Chambers, University of Newcastle
- Dr Michael Farrelly, University of Hull

6. INTRODUCTION TO THE PROGRAMME

The BA Hons English is a degree program within the Division of Humanities and Social Sciences which was launched in 2011 and which was validated by Open University, UK. in 2013 and revalidated in 2016. It features two pathways, Language and Literature, and Communication and New Media. English as a subject area is popular in Greece and the particular program suits the Humanities and Social Science Division's scope and ACT's mission to provide a Liberal Arts Education, while complementing ACT Home Institution's (Anatolia) emphasis on the study of English. The programme's philosophy is to provide through its taught modules not only a sound knowledge of the relevant disciplines but a number of transferrable skills as well that will enhance the profile of the English graduate with a practical and professionally oriented dimension. Graduates of English will be equipped with transferrable skills to be used in areas as diverse as teaching, PR, media, copywriting, publishing, advertising, etc.

In order to receive the BA degree, the student must have fulfilled all the GER and major requirements and have completed at least 121 US credit hours with an overall G.PA of 2.0 or better. All English students take a two-semester sequence Senior Thesis I and II course. According to NEASC Standards, students must complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. As a consequence, all candidates for an ACT degree must have been in residence at the College during the last two semesters of full time instruction, assuming availability and equivalency of transferable courses.

7. PROGRAMME SPECIFICATION

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 & communication, computer science, culture, linguistics and e-marketing. 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 culture of the world around them, both past and present. They learn how language has developed, and how the words and texts we read today are influenced by social factors such as technology, marketing, and cultural norms.

The BA Hons English:

- provides students with vital knowledge in the subject areas of literature, media and communication, linguistics and culture, with particular emphasis on interdisciplinary connections and perspectives;
- develops students' conceptual, analytical and creative skills for academic and professional purposes;
- helps students become more astute readers, critical thinkers, and effective communicators;
- enhances students' adaptability to change and their ability for life-long learning and self-development
- challenges students to operate efficiently and innovatively in dynamic multicultural social and working environments
- cultivates confidence, open-mindedness, collaborative ethos and a commitment to collective and individual progress.

The English Programme is currently validated by Open University: under this scheme, 24 are out of the 40 courses required for a Bachelor's degree are validated by Open University. Successful students will receive a Bachelor's degree from Open University in addition to the ACT degree for a single course of studies by meeting the following common set of requirements (in addition to meeting General Education Requirements)—courses highlighted in bold are validated by Open University.

Students majoring in either pathway may take modules in all three ACT divisions. A note next to each module below will make this synergy obvious.

All students majoring in English will be expected to do an Internship in Level 6, either on campus (English Language Programs, The Learning Hub, The Dukakis Center) or locally (various NGOs), depending on their pathway and career interests.

Students choose one of the two pathways starting with Level 5.

INTENDED LEARNING OUTCOMES

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the program, students will demonstrate coherent and detailed knowledge of:</p> <ul style="list-style-type: none"> • A1 Comprehension and application of concepts and analytical techniques relating to the subject • A2 Appreciation and critical discussion of authors, texts and literary movements within the context of the evolution of English language and literature • A3 Understanding of the impact of social and new media in education, communication and the working environment • A4 Awareness of how diverse social and cultural contexts affect styles and codes of communication 	<p>Engage students in close reading, class discussions and group work; place texts, authors and movements in their social and cultural contexts; utilize a variety of extra-textual resources (recordings, videos, films, new media, websites); promote individual research in library and web based databases; encourage use of tools/applications in the field of digital humanities. Use of variety of summative and formative types of assessment aiming to enhance reading, writing, creative and critical thinking skills according to a progressive logic as we move from introductory to advanced levels. The types of formative assessment (short responses, presentations, quizzes, tests, short essays, book reports) are designed to better prepare students to have a more effective and satisfactory performance in the types of summative assessments (exams, projects, research/term papers, long essays). The senior thesis aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BA Hons in English. Individual modules explain in detail the array of assessment methods used.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the program, students will demonstrate systematic understanding of:</p> <ul style="list-style-type: none"> • B1 Ability to apply techniques for close reading and critical analysis on diverse forms of written and visual texts • B2 Advanced literacy as well as confident and self-reflective use of appropriate descriptive and critical terminologies • B3 Ability to formulate and present arguments in a coherent, justified and sustained style 	<p>Workshops and demonstrations, lectures, student led activities and group work, discussion groups</p> <p>Short responses, presentations, quizzes, tests, short essays, book reports, exams, projects, research/term papers, long essays, writing for the web (blogs, social media)</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the program, students will demonstrate an understanding of and ability to perform tasks relating to:</p> <ul style="list-style-type: none"> • C1 Confidence in the use and application of basic information technology and multimedia skills • C2 Ability to adapt and transfer the analytical, critical and research skills of the discipline to the demands of a range of academic fields and professions • C3 Capacity for independent thought, informed initiative and innovative practice 	<p>Systematic use of new media and information literacy; internship and community service placement; individual and group projects</p> <p>Multimedia presentations, web based research and projects, case studies, lab exercises</p>

3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the program, students will demonstrate a mastery of practical tasks involving:</p> <ul style="list-style-type: none">• D1 Ability to work in a group and in a collaborative environment• D2 Acquisition of information gathering, evaluation and presentation skills• D3 Ability to plan and execute complex and demanding tasks and projects	<p>Group discussions, research tasks, workshops, oral and multimedia presentations, teaching senior thesis skills</p> <p>Group projects, research papers, senior thesis, creative projects</p>

PROGRAMME STRUCTURE (PATHWAY COMMUNICATION AND NEW MEDIA) – OU MODULES

Programme Structure - LEVEL 4 -- ACT years 1-2			
Compulsory modules	Credit points	Optional modules	Credit points
English 120 Introduction to Literature English 220 Introduction to Twentieth Century Poetry and Drama English 273 Introduction to Linguistics Computer Science 107 Multimedia I (BC) English 275 Sociolinguistics English 250 Advanced Writing and Professional Communication Communication 127 Communication, Culture & Society	105	Major Elective	15

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education

Programme Structure - LEVEL 5 -- ACT year 3			
Compulsory modules	Credit points	Optional modules	Credit points
English 230 English Literatures Communication 217 Media in Transition Humanities 246 Introduction to American Cultural Studies (IR) Marketing 200 Public Relations (B), Marketing 214 Advertising (B), Social Sciences 215 Media and Society (IR) or Social Sciences 228 Society and Culture (IR) Communication 327 Communication Research Methods Communication 233 Introduction to Journalism	90	Major Elective Major Elective	30

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education

Programme Structure - LEVEL 6 -- ACT year 4

Compulsory modules	Credit points	Optional modules	Credit points
English 300 Image, Text, Culture Communication 227 Media Theory English 390 Senior Thesis I Communication 317 Communicating Through New Media English 395 Senior Thesis II Anthropology 349 Intercultural Communication (IR)	90	Major Elective Major Elective	30

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in English, Pathway Communication and New Media (300 credit points)

PROGRAMME STRUCTURE (PATHWAY LANGUAGE AND LITERATURE) – OU MODULES

Programme Structure - LEVEL 4 -- ACT years 1-2			
Compulsory modules	Credit points	Optional modules	Credit points
English 120 Introduction to Literature English 220 Introduction to Twentieth Century Poetry and Drama English 273 Introduction to Linguistics Computer Science 107 Multimedia I (BC) English 275 Sociolinguistics English 250 Advanced Writing and Professional Communication Communication 127 Communication, Culture & Society	105	Major Elective	15

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in English (120 credit points)

Programme Structure - LEVEL 5 -- ACT year 3			
Compulsory modules	Credit points	Optional modules	Credit points
English 230 English Literatures English 274 Applied Linguistics Humanities 246 Introduction to American Cultural Studies (IR) English 325 Second Language Acquisition English 350 Advanced Writing/Writing for Social Change Communication 327 Communication Research Methods	90	Major Elective Major Elective	30

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in English (240 credit points)

Programme Structure - LEVEL 6 -- ACT year 4

Compulsory modules	Credit points	Optional modules	Credit points
English 390 Senior Thesis I	90	Major Elective	30
English 395 Senior Thesis II		Major Elective	
English 259 Topics in Contemporary World Literature			
English 340 Comparative Literature			
English 300 Image/Text/Culture			
English 380 The Business of Literature			

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in English, Pathway Language and Literature (300 credit points)

SUGGESTED PROGRAM OF STUDIES (PATHWAY COMMUNICATION AND NEW MEDIA)

ACT Years 1-2 (Level 4)

- English 101 Composition I
- History 120 The Modern World
- Politics 101 Contemporary Politics
- Philosophy 101 Introduction to Philosophy and Critical Reasoning
- Computer Science 101 Introduction to Computing
- Math 100 Mathematics for Decision-Making
- Economics 101 Introductory Macroeconomics
- English 102 Composition II
- English 120 Introduction to Literature
- Biology 101 (Introduction to Biology) or Ecology 110 (Ecological Principles)
- English 203 Issues in the Disciplines
- Communication 127 Communication, Culture & Society
- English 220 Introduction to Twentieth Century Poetry and Drama
- English 273 Introduction to Linguistics
- Computer Science 107 Multimedia I
- Anthropology 101 (Introduction to Anthropology) or Sociology 101 (Contemporary Society) or Psychology 101 (Introduction to Psychology)
- English 275 Sociolinguistics
- Free Elective
- Major Elective
- English 250 Advanced Writing and Professional Communication

ACT Year 3 (Level 5)

- English 230 English Literatures
- Communication 217 Media in Transition
- Philosophy 203 Ethics
- Free Elective
- Major Elective
- Humanities 246 Introduction to American Cultural Studies
- Marketing 200 (Principles of Public Relations), Marketing 214 (Advertising), Social Science 215 (Studies in Media and Contemporary Society), Social Science 228 (Society and Culture: Theory, Texts and Practices)
- Communication 233 Introduction to Journalism
- Communication 327 Communication Research Methods
- Major Elective

ACT Year 4 (Level 6)

- English 390 Senior Thesis I
- English 300 Image, Text, Culture
- Communication 317 Communicating through New Media
- Social Science 399 Service Learning
- Major Elective
- English 395 Senior Thesis II
- Communication 227 Media Theory
- Anthropology 349 Intercultural Communication
- Free Elective
- Major Elective

SUGGESTED PROGRAM OF STUDIES (PATHWAY LANGUAGE AND LITERATURE)

ACT Years 1-2 (Level 4)

- English 101 Composition I
- History 120 The Modern World
- Politics 101 Contemporary Politics
- Philosophy 101 Introduction to Philosophy and Critical Reasoning
- Computer Science 101 Introduction to Computing
- Math 100 Mathematics for Decision-Making
- Economics 101 Introductory Macroeconomics
- English 102 Composition II
- English 120 Introduction to Literature
- Biology 101 (Introduction to Biology) or Ecology 110 (Ecological Principles)
- English 203 Issues in the Disciplines
- Communication 127 Communication, Culture & Society
- English 220 Introduction to Twentieth Century Poetry and Drama
- English 273 Introduction to Linguistics
- Computer Science 107 Multimedia I
- Anthropology 101 (Introduction to Anthropology) or Sociology 101 (Contemporary Society) or Psychology 101 (Introduction to Psychology)
- English 275 Sociolinguistics
- Free Elective
- Major Elective
- English 250 Advanced Writing and Professional Communication

ACT Year 3 (Level 5)

- English 230 English Literatures
- English 274 Applied Linguistics
- Philosophy 203 Ethics
- Free Elective
- Major Elective
- Humanities 246 Introduction to American Cultural Studies
- English 325 Second Language Acquisition
- English 350 Advanced Writing/Writing for Social Change
- Communication 327 Communication Research Methods
- Major Elective

ACT Year 4 (Level 6)

- English 390 Senior Thesis I
- English 300 Image, Text, Culture
- English 380 The Business of Literature
- Social Science 399 Service Learning
- Major Elective
- English 395 Senior Thesis II
- English 259 Topics in Contemporary World Literature
- English 340 Comparative Literature
- Free Elective
- Major Elective

Optional modules – For Both Pathways

Level 4

- English 221 Short Fiction
- History 201 Women in Modern Times
- Social Science 210 Introduction to Global Studies and Human Geographies
- Computer Science 206 Web Development

Level 5

- English 268 Women and Literature
- Social Science 215 Studies in Media and Contemporary Society
- Social Science 228 Society and Culture
- Humanities 221 History on Film/Film on History
- Computer Science 306 Advanced Web Development

Level 6

- English 335 English Language Teaching I
- English 345 English Language Teaching II
- English 360 Literary Theory
- English 370 Literature and Film
- English 375 Instructional Technology
- Marketing 324 E-Marketing
- Communication 333 Communication Design
- Computer Science 219 Video Game Design with Unity and Blender

CURRICULUM MAP

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

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
4	Communication 127	x			x	x	x	x				x	x			x				
	English 120	x	x		x	x	x	x					x							
	English 220	x	x	x	x	x	x	x					x							
	English 273	x			x	x	x	x				x	x							
	Computer Science 107			x			x				x	x	x			x				
	English 275	x		x	x	x	x	x					x	x		x				
	English 250	x			x		x	x					x	x						
	English 221	x	x				x	x	x					x						
	English 268	x	x		x	x	x	x					x	x		x				
Computer Science 206			x								x	x	x		x					

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
5	English 230	x	x		x	x	x	x					x							
	Communication 217	x		x	x	x	x	x				x	x			x				
	Humanities 246		x	x	x	x	x	x				x	x			x				
	Communication 327	x		x	x	x	x	x			x	x	x			x				
	Social Science 215	x						x					x							
	Social Science 228	x						x						x						
	Marketing 214	x		x	x	x			x					x						
	Marketing 200	x						x	x					x						
Communication 233	x		x	x	x	x	x	x				x	x		x					

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	English 390	x		x		x	x	x			x	x	x			x				
	English 395	x		x		x	x	x			x	x	x			x				
	English 300	x		x	x	x	x	x			x	x	x			x				
	Anthropology 349	x			x	x	x	x				x	x			x				
	Communication 227	x		x	x	x	x	x			x	x	x			x				
	Communication 317	x		x	x	x	x	x			x	x	x			x				
	Marketing 324	x		x	x	x		x					x							
	Computer Science 219 or 209	x		x	x	x		x					x							
	English 360	x		x	x	x		x					x			x				
Communication 333	x			x	x	x	x				x	x			x					

CURRICULUM MAP

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

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
4	English 120	x	x		x	x	x	x					x							
	English 220	x	x	x	x	x	x	x					x							
	English 273	x			x	x	x	x				x	x							
	Computer Science 107			x			x				x	x	x			x				
	English 275	x		x	x	x	x	x				x	x			x				
	English 250	x			x		x	x				x	x							
	English 221	x	x			x	x	x					x							
	Communication 127	x			x	x	x	x					x	x			x			

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
5	English 230	x	x		x	x	x	x					x							
	English 274	x			x	x	x	x				x	x			x				
	Humanities 246	x	x	x	x	x	x	x				x	x			x				
	English 325	x		x	x	x	x	x					x			x				
	English 350	x		x	x	x	x	x			x	x	x			x				
	Communication 327	x			x	x	x	x				x	x	x		x				
	History 201	x		x	x	x	x	x				x	x	x						
	Humanities 221	x			x	x	x	x					x							
English 268	x	x		x	x	x	x					x	x			x				

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
6	English 390	x				x	x	x			x	x	x							
	English 395	x				x	x	x			x	x	x							
	English 259	x	x	x	x	x	x	x					x							
	English 340	x	x		x	x	x	x					x							
	English 300	x		x	x	x	x	x			x	x	x							
	English 380	x	x		x	x	x	x					x			x	x	x		
	English 335	x					x				x		x			x				
	English 345	x			x		x				x		x			x				
	English 370	x		x	x		x				x	x	x							
	English 360	x		x	x	x		x					x			x				
English 375	x		x			x				x					x					

8. MODULE SPECIFICATIONS

1. Factual information			
Module title	ENGLISH 120 INTRODUCTION TO LITERATURE	Level	4
Module tutor	Dr. Eleni Godi	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is a required module for all English majors and a General Education Requirement (to be chosen among 3) for all ACT students in which they have the opportunity to acquire basic knowledge and understanding of the discipline of literature. The module serves as the basis for more advanced literature modules such as English 230, English 268, English 259 and others.</p>			
3. Aims of the module			
<p>The purpose of this module is to introduce students to the literary genres of poetry, prose fiction and drama, and to familiarize them with a variety of literary techniques specific for the analysis of each genre. Students read a selection of classic and contemporary works within these genres and engage in analysis of narrative, study key poetic techniques that make meanings happen and discuss performance possibilities as part of an attempt to become better readers and a more critical audience. The module will also cultivate students' creative skills, thus enhancing their overall writing abilities and helping them become more conscious writers.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
<p>Through a close study of both classic and contemporary works in the literary genres of poetry, prose fiction and drama, students gain valuable experience in discussing, analyzing and writing about literature using a critical discourse appropriate to each genre. The actual material of the course is organized according to thematic entities (The Self, Times and Places, Love) and each text studied allows students to sample the particular writer and his/her work; to appreciate his/her place in the literary canon; and to learn the basic literary techniques (narrative elements, poetic devices, elements of drama, etc.), as best suited to an introductory module. Among the techniques discussed are the narrative elements of plot and structure, character, setting, point of view, allegory and symbol, language and style; the role of figurative and sensory language, sound and rhyme, speaker and imagery in poetry; the implications of play as text and as performance, the importance of staging techniques in drama, etc. Overarching themes include literature as art, literature in education and in everyday life. The readings are supplemented by recordings of poems or movie excerpts where works of poets studied appear (Auden in <i>Four Weddings and a Funeral</i>, Whitman in <i>The Dead Poets' Society</i>) or short documentaries from YouTube or Open Culture that provide an accessible introduction to the texts. Students are also encouraged to respond to posts on the ACT literature blog, visit the ACT English Studies facebook page and do creative assignments that will allow them to better grasp authorial choices (for example, write their own "So much depends upon..." poem using as a model Williams' "The Red Wheelbarrow", compose the wife's response to Donne's "A Valediction: Forbidding Mourning" or rewrite Faulkner's "A Rose for Emily" from the protagonist's perspective, to name a few).</p>			

1. Factual information			
Module title	ENGLISH 220 INTRODUCTION TO TWENTIETH CENTURY POETRY AND DRAMA	Level	4
Module tutor	Fiona Cornes	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is a required module for English majors and a free elective for all ACT students which introduces them to selected works of twentieth century poetry and drama that reflect particular stylistic and thematic concerns of the period. It relates to the basic literature module, English 120, and is the basis for more advanced literature modules such as English 230 and Humanities 246.</p>			
3. Aims of the module			
<p>The module aims to introduce students to a systematic study of poetry and drama from a specific period; to enhance their capacity to understand and think analytically about these genres; to recognise the importance of poetic form and dramatic language in the construction of meaning; to further develop their literacy skills so that they will be more critical and responsive readers and more exact and confident writers; to improve students' understanding of drama as both a literary and a performance medium and the connection between the two; and to introduce students to the correlation between text and context and how one informs and shapes the other.</p>			
4. Pre-requisite modules or specified entry requirements			
English 120			
6. Indicative content			
<p>This module will expose students to twentieth century poetry and drama through the consideration of selected texts from both genres that represent major thematic and stylistic concerns of the period. Students will reflect upon the diverse directions taken by poets and dramatists throughout the century and some of the factors that have influenced literary developments, while learning how to critically analyse the components of both genres and their effects. Whenever possible, relevant points of comparison between both genres (poetry/drama) will be explored throughout the course.</p> <ul style="list-style-type: none"> • The first part of the module will concentrate upon poetry and introduce students to the analysis of poetic techniques, structure, language and style and their relationship to meaning through the close reading of selected works; where appropriate tracing similarities and differences in the works studied, as well as evaluating relevant contextual influences. Poets to be considered include Robert Frost, T. S. Eliot, E. E. Cummings, Maya Angelou, Seamus Heaney, Philip Larkin, Sylvia Plath, Wole Soyinka and Carol Ann Duffy. The following topics will be addressed: what is poetry; the elements of poetry; the formalist approach; Modernism and Postmodernism; the significance of historical and cultural contexts when reading a text; writing about poetry. • In the second part of the module, three plays will be studied – “Waiting for Godot” by Samuel Beckett; “Death of a Salesman” by Arthur Miller; and “Top Girls” by Caryl Churchill. The focus will be upon dramatic conventions, structure, language and style, with careful attention given to the performative aspect of the texts and influences that have helped shape twentieth century theatre practice. Recorded performances of the plays will be viewed, where possible: the Beckett on Film production of “Waiting for Godot”; Alex Segal’s “Death of a Salesman”; “Top Girls” directed by Max Stafford-Clark. Topics to be addressed include: how do we define theatre?; the elements of drama; the reaction against Naturalism; Theatre of the Absurd; Post WWII American drama; the “New Wave” – British theatre post 1950’s; the elements of performance; transforming a written text into a performance. 			

1. Factual information			
Module title	ENGLISH 221 SHORT FICTION	Level	
Module tutor	Dr. Eleni Godi	Credit value	15
Module type		Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is an English elective that focuses on a particular category of short fiction, the novella, in which students examine the conventions and the innovations of this literary genre. This module relates specifically to English 120 taught in the foundation year, as well as other literature modules where prose fiction is taught.</p>			
3. Aims of the module			
<p>The course focuses on novellas selected from over one century of literary production (19th to 20th) and offers students the opportunity to study this genre's technical and thematic variety. Through the study of both classic and contemporary examples of the genre, students will become acquainted with the work of influential prose fiction writers, gain an insight into its particular features and be able to draw comparisons with the genres of both the short story and the novel.</p>			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content			
<p>This module focuses on the critical reading of novellas within the context of the traditions and innovations typical of this genre, and with respect to the standard elements of prose fiction. Through the in-depth study of seminal short novel practitioners such as Herman Melville, Henry James, Joseph Conrad, Edith Wharton, James Joyce, Franz Kafka, Philip Roth, Gabriel Garcia Marquez and Alice Munro, students learn to recognize both the stylistic features distinct to each writer as well as the common thematic and technical threads that group them together. To this end, we will do an overview of the genre of the novella, examining its origin and discussing its literary classification and evolution; we will study the implications of diverse narrative choices within each text and across texts; we will analyze why the novella is considered a suitable genre for the study of fictional character; we will consider the central role of communities in novellas, both as a technique and as a theme; we will identify and evaluate the presence of recurrent novella themes, and we will finally ask what makes a short story writer or a novelist turn to this genre, and in the process consider the similarities and differences of the prose fiction genres themselves. Whenever possible, we will supplement our readings with their film adaptations (for example, the adaptation of Joyce's "The Dead" in John Huston's 1987 film <i>Dubliners</i> and Gabriel Garcia Marquez's <i>The Incredible and Sad Tale of Innocent Erendira and her Heartless Grandmother</i> in Ruy Guerra's 1983 film <i>Erendira</i>).</p>			

1. Factual information			
Module title	ENGLISH 230 ENGLISH LITERATURES	Level	5
Module tutor	Dr. Eleni Godi	Credit value	15
Module type		Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is a standard survey module that guides students to the study of English literatures in a more historical and contextual fashion following their exposure to the literary genres in English 120 and English 220. It is designed to complement Hum 246: Introduction to American Cultural Studies, where the American literary production is selectively examined.</p>			
3. Aims of the module			
<p>This module aims to help students explore the interface of literature and society, and to provide them with appropriate tools for more advanced contextualized literary study. Students will learn to contextualize individual texts, recognize literary trends and cultural modes, evaluate literary and social movements, and be able to follow and discuss the evolution of English literatures since the age of Chaucer.</p>			
4. Pre-requisite modules or specified entry requirements			
English 120			
6. Indicative content.			
<p>As a study of essentially British literature, the module will analyze contextually the works of seminal writers from the age of Chaucer and on. To help expose students to literary breadth and textual richness, excerpts of longer texts will be selected. A brief historical and cultural overview of each era will introduce the texts studied as needed.</p> <ul style="list-style-type: none"> • Middle Ages • Chaucer and introduction to "The Canterbury Tales" • Chaucer, "The Miller's Prologue and Tale" • The 16th century • 16th century sonnets: Sir Philip Sidney, from <i>Astrophil and Stella</i>, a selection of sonnets • William Shakespeare, a selection of sonnets • Metaphysical poetry • John Milton, <i>Paradise Lost</i>, general introduction • <i>Paradise Lost</i> Book and Book 9, excerpts • Jonathan Swift, "A Modest Proposal" • Romantic Poetry : William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats • The Victorian Age • 20th century • Poetry of the first World War • William Butler Yeats • T. S. Eliot "The Waste Land" 			

1. Factual information			
Module title	ENGLISH 250 ADVANCED WRITING AND PROFESSIONAL COMMUNICATION	Level	4
Module tutor	Dr. Emily Bakola	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This module focuses on professional written and oral communication skills, relevant for a variety of professional settings. As a level 4 module required for both English and International Relations majors, it provides the groundwork for the practical aspects of later modules in communication, media, marketing, civil society and diplomacy in terms of using persuasive language for professional writing: journalistic, marketing, political and executive among others. Finally, it will address oral means of professional communication, specifically, debate, dialogue, team work and negotiation. By its nature, it complements English 203 that focuses primarily on academic writing.</p>			
3. Aims of the module			
<p>The purpose of this module is to provide instruction and practice in the skills and strategies necessary to produce effective written and oral communication in a professional setting. The module aims to prepare students for real-life professional situations and to help them develop a critical and wider understanding of the nature of interpersonal relationships and mass communication through practical applications.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
<p>Writing skills are needed in the world of business and professional communication and will be developed through class work by creating arguments, utilising sources critically, and planning writing.</p> <p>Practical and professional skills will be developed within a framework of debate and discussion on the rapidly evolving modern world of communication and production of information. Additional emphasis on the use of persuasive language in speeches and proposal writing, as well as on the creation of professional correspondence and communication.</p> <p>Skills to be developed relate to persuasive writing techniques, writing formal letters, executive summaries, and reports, research and summary of information, debate, discussion and dialogue and interpersonal communication.</p>			

1. Factual information			
Module title	ENGLISH 259 TOPICS IN CONTEMPORARY WORLD LITERATURE	Level	6
Module tutor	Fiona Cornes	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is a required module for English majors in the pathway Language and Literature in which they will have the opportunity to study exclusively contemporary literary works and develop a more in-depth understanding of an era's literary production that happens to be the students' own, thus facilitating their engagement with the texts and allowing for a better informed critical stance. The module builds upon prior relevant knowledge from other courses (English 120) and relates most specifically to English 340 (Comparative Literature).</p>			
3. Aims of the module			
<p>The module approaches contemporary literature as an index of distinct cultures, but also cultural interaction. Students engage in close readings of texts in order to determine the ways in which topics are being articulated in texts reflective of different intellectual and cultural realities of today. As a critical reading and writing module, it will offer students the opportunity to compare cultures and, by exposing them to cultural and literary traditions around the world, help them realize what sets us apart and what brings us together as humans.</p>			
4. Pre-requisite modules or specified entry requirements			
English 120			
6. Indicative content			
<p>The module considers contemporary literary texts from around the world (originally written in or translated into English), which respond to cultural, political and social issues of today. Writers such as Marjane Satrapi, Michael Ondaatje, Arundhati Roy and Ian McEwan allow us to address diverse questions such as the notion of the self, the "other" and the shaping of fictional identities, the role of literary prizes in the marketing and ensuing popularity of books, what makes a book a bestseller, what constitutes contemporary "storytelling", which of these has become or can become a "contemporary classic" and travel beyond its place of origin. The module also examines the literary features of each book to define its contemporariness, both thematically but also stylistically. Canonical and non-canonical authors such as the aforementioned are selected to help bring to the fore the module's objectives.</p>			

1. Factual information			
Module title	ENGLISH 268 WOMEN AND LITERATURE	Level	5
Module tutor	Dr. Eleni Godi	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is an English elective that provides students the opportunity to study a selection of literary texts by women writers from the 19th to the 20th century. It builds on students' prior knowledge of literature (English 120) and complements other literature or gender modules offered at ACT.</p>			
3. Aims of the module			
<p>This module examines the evolution of women's literature from the 19th to the 20th century through a study of selected texts by Anglophone women writers. Coventry Patmore's "The Angel in the House" (the only text studied written by a man) serves as the background against which we will study a variety of texts written by women writers that respond to and deconstruct this female portrait, gradually "killing the Angel" and working to create new fictional portraits and a new discourse for women and women's literature.</p>			
4. Pre-requisite modules or specified entry requirements			
English 120			
6. Indicative content			
<p>A chronological survey study of 19th and 20th century female writers such as Elizabeth Barrett Browning, the Bronte sisters, Christina Rossetti, Virginia Woolf, Adrienne Rich and Jean Rhys, among others, will allow us to understand the evolution of women's literature during this time period. We will look into the importance of education, art, sexuality, gender and identity as shaping forces in these writers' works and we will critically examine the various forms and formats these discussions take. Starting with Patmore's "The Angel in the House", we will consider the oppressive social implications of such laudatory hymns for women as his own, and the gradually more liberated portraits women writers create as they look for "a way out": from Elizabeth Barrett Browning's bold feminization of the great male epic in "Aurora Leigh", Christina Rossetti's multilayered "Goblin Market" to Charlotte Bronte's madwoman in the attic and Jean Rhys's attempted vindication of Mr Rochester's first wife in <i>Wide Sargasso Sea</i> (to provide just a few examples), we will witness a gradual moving away from concealed imagery (Rossetti) to directness and openness in new discourses (Rich). Emily Bronte's metaphysical use of nature, Dickinson's stylistic experimentation and Woolf's historical fiction are just a few of the means through which this discussion evolves over these two centuries. Texts studied include short stories, novels, poems and critical essays. To allow for exposure to more texts, certain texts are examined through selected excerpts.</p>			

1. Factual information			
Module title	ENGLISH 273 INTRODUCTION TO LINGUISTICS	Level	4
Module tutor	Nicola Kondoyiannis-Zannis	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This is a required module for all English majors and a foundation module for subsequent language, linguistics and communication courses.			
3. Aims of the module			
The course Introduction to Linguistics gives a selective overview of linguistic studies from various branches, such as anthropological linguistics, cognitive linguistics, functional linguistics, formal linguistics, psycholinguistics, and second language acquisition. The focus is on language as a dynamic set of symbolic resources with many levels of expression: an acquired system of communication among the human species, an interactive system for expressing and creating both individual and socially constructed meanings, and an orthographic system for developing literacy. As we progress through the module, we will consider the global, social, and personal meanings of language.			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
Introduction to Language: Some Fundamental Concepts, Structure of Words: Morphology, Lexicon, Structure of Sentences: Syntax, Meaning, Sociolinguistics: Language in its Social Context, Introduction to Psycholinguistics/ Psycholinguistics: Language, the Mind and the Brain, Language Acquisition, Human Language and Animal communication			

1. Factual information			
Module title	ENGLISH 274 APPLIED LINGUISTICS	Level	4
Module tutor	Nicola Kondoyiannis-Zannis	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
3. Aims of the module			
<p>This module is designed to offer students a solid grounding in current approaches to teaching English as a second/foreign language, with an emphasis on practical applications to classroom settings. A variety of communicative language teaching techniques, integrated and discrete approaches to language skills, task-based and project-based learning, and student-centered techniques will be considered.</p> <p>We will be examining how students of various ages learn a foreign language and what motivates them to learn. We will analyze the role of the teacher and in the context of classroom management. Participants will acquire knowledge of the materials and resources available to them in the ESL world as well as an understanding of curriculum design in TEFL. They will gain the skills required to actively choose and adapt materials according to their potential teaching situation. In short, they will learn how to apply theory and practice learnt about TEFL to a classroom teaching situation.</p>			
4. Pre-requisite modules or specified entry requirements			
English 273			
6. Indicative content			
<p>The module includes a general view of applied linguistics in relation to TES/FL. Students will have the opportunity to learn about theories of language learning and their applications. A study of teaching approaches and current teaching practices such as task-based, project-based learning and student-centered techniques will be covered. Topics such as classroom management, the role of the teacher, receptive and productive skills, teaching grammar and vocabulary will be introduced with the aim of applying this knowledge to lesson plan design.</p>			

1. Factual information			
Module title	ENGLISH 275 SOCIOLINGUISTICS	Level	4
Module tutor	Nicola Kondoyiannis-Zannis	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
The course follows English 273 (Introduction to Linguistics) as the 2 nd required course in the field for all English majors. It links with other language-related and general communication courses, taken by English majors in both pathways.			
3. Aims of the module			
The course explores the general framework for understanding how human communities use language to express socio-culturally significant meanings and investigates the particular linguistic styles conventionally used by social subgroups.			
4. Pre-requisite modules or specified entry requirements			
English 273			
6. Indicative content			
In this module, students are challenged to do the following: 1) Situate sociolinguistics in its discipline; 2) Acquire fluency in using terms & concepts to examine social uses of language; 3) Become familiar with current sociolinguistic research paradigms; 4) Expand research experience and hone research skills; 5) Develop awareness of linguistic styles, our own and those of others around us; 6) Apply this learning to analysing social situations, complications & misunderstandings; 7) Enhance preparation for entering the world of work, regardless of the profession.			

1. Factual information			
Module title	ENGLISH 300 IMAGE/TEXT/CULTURE	Level	6
Module tutor	Dr. Emily Bakola	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>English 300 is a required interdisciplinary module designed to expose students to the relationship between visual images and written texts as they find expression in particular socio-historical contexts. Students critically explore media images and written texts across the genres in post-war America from different critical angles. The main focus is placed on images regarding race, gender, and postmodernist aesthetics. The areas of study include film, advertisement and art.</p>			
3. Aims of the module			
<p>This module aims to encourage students to recognize, read, and analyze cultural texts-written and visual- within a particular social, cultural, or political context, touching upon such important issues as race, gender, class, ideology, and censorship. The module draws mainly, though not exclusively, from post-war American cultural texts and emphasis is placed primarily on film.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
<p>The content focuses on American visual culture in post-war United States and Europe (France, Spain, Great Britain). The will be a thematic study of cultural groups in terms of class, race and gender. Guiding our discussion throughout, we will employ key theoretical concepts pertaining to the study of visual culture. Finally, there will be a detailed use of film terminology and examination of specific historical and cultural events that give rise and inform the creation and promotion of visual culture and cultural theory, always in conjunction with film theory.</p>			

1. Factual information			
Module title	ENGLISH 325 SECOND LANGUAGE ACQUISITION	Level	5
Module tutor	Georgia Nenopoulou	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This is a required module for students studying English at ACT in the English Language and Literature concentration. Students explore theory of second language acquisition (SLA) in general and its implications for teaching and learning in particular. This module relates specifically to English 273 –Introduction to Linguistics.			
3. Aims of the module			
This module aims to review general linguistic theory, explore aspects of morphology, phonology, semantics and syntax, theories of 1 st and 2 nd language acquisition, L1 interference in L2 acquisition, language universals, error analysis, language variations and disorders, sociolinguistics, bilingualism, and application of theory to 2 nd language teaching methodology.			
4. Pre-requisite modules or specified entry requirements			
English 273			
6. Indicative content			
Theories of first and second language acquisition will be examined to better understand influences of theory on practice and practice on theory. Certain factors influencing second language acquisition such as gender, ethnic backgrounds and the age factor will be examined and studied in a variety of contexts. Special emphasis will be placed in the application of principles of language learning to diverse learning contexts and groups of learners.			

1. Factual information			
Module title	ENGLISH 335 ENGLISH LANGUAGE TEACHING I	Level	6
Module tutor	Nicola Kondoyiannis-Zannis	Credit value	15
Module type	Taught	Notional learning hours	150 + Practicum
2. Rationale for the module and its links with other modules			
<p>This is an elective module for students studying English at ACT. Through a combination of theory and practice, the module provides students with a solid grounding in current principles and approaches to teaching English as a foreign language. This module builds on prior knowledge gained from English 274 (Applied Linguistics) and English 325 (Second Language Acquisition).</p>			
3. Aims of the module			
<p>This module aims to introduce and analyze the fundamental principles and techniques of Teaching English as a Foreign Language. Students learn to develop lesson plans, manage a classroom, design teaching materials for particular age groups and teach grammar and vocabulary as well as the productive and receptive skills. The sessions enable students to demonstrate the knowledge they have acquired and their ability to apply their learning in a real teaching context.</p>			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content			
<p>The module will examine basic techniques and principles in current language teaching focusing on the Communicative Approach. Class sessions will focus on theory and practice related to the fundamental components of language learning. Throughout the course examples will be taken from commercially produced resources and non-published materials and classroom resources for teaching English as a foreign language followed by the selection, adaptation and evaluation of materials and resources in planning.</p>			

1. Factual information			
Module title	ENGLISH 340 COMPARATIVE LITERATURE	Level	6
Module tutor	Dr. Emily Bakola	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This module is required within the pathway "Language and Literature" of the English BA and a general English elective. It complements English 259 and strengthens the interdisciplinary aspect of the degree program.			
3. Aims of the module			
The module aims to engage students in a comparative study of literary representations of sexuality from antiquity to present times. Terms such as 'sex' and 'sexuality' are often used interchangeably, without considering their many different connotative meanings at different historical periods, or in different cultural contexts. How do texts construct sexuality? Sin has been linked to sex and sexuality for centuries; how do we understand 'sin' today? What is the role of various social, political, cultural, and religious institutions in constructing and perpetuating an ideology of 'normalcy' and morality with regard to sexual behavior? Also, how has science been influencing the putative ideology? Finally, where does art come in? How have literature and film helped shape or challenge our views on sex, gender, sin? The course is divided into three parts: a) philosophy and sexuality, b) class, gender, sin, and sexuality, and c) Freud, psychoanalysis and sexuality, which will bring us back to philosophy. Works in translation will help us reveal the nuanced role of language itself in terms of constructing sexuality.			
4. Pre-requisite modules or specified entry requirements			
English 120			
6. Indicative content			
The course begins with Philosophy and sexuality, and will then move to issues regarding class, gender and hidden sexualities in the 19 th century. We will proceed to the 20 th century and examine works related to alternative sexualities. Forbidden sexual identities and the notion of sin across time will be discussed throughout the course. Freudian theory on sexuality and the role of science will inform much of the theoretical framework.			

1. Factual information			
Module title	ENGLISH 345 ENGLISH LANGUAGE TEACHING II	Level	6
Module tutor	Various/Module Coordinator Dr. Eleni Godi	Credit value	15
Module type	Taught + Practicum	Notional learning hours	150 + Practicum
2. Rationale for the module and its links with other modules			
This is an elective module for students studying English, which develops the concepts examined in English 335. The module aims to enhance students teaching effectiveness as well as provide further practical experience and new ideas for creative second language learning.			
3. Aims of the module			
The module aims to re-examine the traditional realms of language teaching (vocabulary/grammar/skills development) as well as provide students with an in-depth understanding of both theory and practice of teaching English as a foreign language. This more advanced module offers students the opportunity to explore other field related modules including educational technology (CALL), teaching through literature, and the significance of the age factor in foreign language teaching.			
4. Pre-requisite modules or specified entry requirements			
English 335			
6. Indicative content			
The module begins by examining a condensed synopsis of the main currents in the history of language teaching methodology. Students analyze a survey of the history of second language teaching methodology and the factors that have influenced it. Students then go on to explore creative ways of incorporating technology in the foreign language classroom setting, utilizing various multimedia applications and developing creative interactive activities for foreign language instruction. Class sessions will also focus on the importance of integrating literature with language teaching, illustrating a wealth of student-centered class activities appropriate to each stage of the study of a literary work.(novel/play/short story/poem). Finally, attention will be given to the age factor within the EFL field and its influence on our teaching principles and techniques.			

1. Factual information			
Module title	ENGLISH 350 ADVANCED WRITING FOR SOCIAL CHANGE	Level	5
Module tutor	Dr. Yvonne Kosma	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>Writing for Social Change is a longstanding rhetorical tradition of using public writing as a tool for social critique and as a means of personal, community, institutional, and/or political dialogue and transformation. In order to develop a sense for social critique, the course addresses a variety of social issues such as class, gender, sexuality or race, that are sites of struggle for social change.</p>			
3. Aims of the module			
<p>The module is designed to foster skills development in the areas of critical thinking, understanding the confluence of fiction, fact and practical change and a creative approach to making a voice heard in order to affect social change. Students will learn how to frame the issues, identify critical questions and produce works for and about a variety of texts and social change. It also aims at familiarising students with methodologies for textual analysis from linguistics and semiotics to discourse analysis.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
<p>Students will explore a variety of texts from the media, literature, film or popular cultures in order to understand how content, style, structure and format vary across a range of reading and writing situations. They will explore the relationships among the text, writer, audience, and context, and discuss how these relationships shaped the writer's choices. Then they are asked to apply this theoretical knowledge by writing in different genres and for different audiences, adapting the voice, tone, format and structure of your writing to meet the needs of the audience.</p>			

1. Factual information			
Module title	ENGLISH 360 LITERARY THEORY	Level	6
Module tutor	Dr. Yvonne Kosma	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is an important endorsement to the overall English syllabus structure as it gives students the theoretical background to better comprehend the material elaborated in the other courses. It is meant to address the central concerns in contemporary literary and cultural theory, for graduate students in literature and other related disciplines of the humanities or social sciences. It aims at giving students a comprehensive account of the field, and to some of the key problems or questions that animate theoretical discussion today. Through the development of a coherent overview of the various theories, it addresses questions about the production of cultural value, ideology and hegemony, the patriarchal and colonial bases of Western culture, and the status of the cultural object, the critic, and of theory itself. Following the students' exposure to the literary genres in English 120 and English 220, as well as English 230 and the more advanced English 340 and 350, it gives them a firm theoretical basis for their thesis.</p>			
3. Aims of the module			
<p>This module will provide students with a solid theoretical background in literary and cultural theory, while attempting to develop a coherent overall context that helps unravel the variety of approaches, theorists and technical language in a lucid and comprehensive way.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative Content			
<p>The course readings will comprise of a combination of theoretical and literary texts for each of the following sections:</p> <ul style="list-style-type: none"> • Theory before 'theory' - liberal humanism • Structuralism • Post-structuralism and deconstruction • Postmodernism • Psychoanalytic criticism • Feminist criticism • Marxist criticism • Postcolonial criticism 			

1. Factual information			
Module title	ENGLISH 370 LITERATURE AND FILM	Level	6
Module tutor	Dr. Emily Bakola	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
English 370 is an elective interdisciplinary module that explores some of the most important post-war literary and cinematic representations of conspiracy and paranoia on two main topics: the Cold War and the assassination of president, John F. Kennedy. A shorter examination of the narratives regarding 9/11 is also included.			
3. Aims of the module			
The module aims to provide insight into the ways literature and film intervene, interrogate and revisit key historical events in U.S. history. Some of the questions that will inform the content of the course and guide our discussions include the following: what are the basic elements of conspiratorial narratives? Why do conspiracy and paranoia go hand in hand? How is history revisited in the arts? In what ways could cinema be seen as a more effective medium/vehicle for conspiratorial narratives? Is there a social function or utility in these texts? What are the strengths and weaknesses of this genre? And, most importantly, why are they so extremely popular?			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
A study of the theoretical frameworks regarding conspiratorial narratives and paranoia is closely examined alongside all specific literary and cinematic texts. The historical context of the cold war, the Kennedy assassination and 9/11 is closely investigated in order to examine critically the cultural texts. Film terminology and overview of any keliterary movements that inform the literature studied will be thoroughly employed.			

1. Factual information			
Module title	ENGLISH 375 INSTRUCTIONAL TECHNOLOGY	Level	6
Module tutor	Dr. Leda Andoniou	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This module is an English elective within the BA Hon English pathway "Language and Literature" and a free elective for all ACT students. Learners will have the opportunity to become acquainted with the ways in which technology enhances educational instruction. It relates particularly to the required module English 325 (Theory and Practice in 2nd Language Acquisition) as well as English 325 and 335 (English Language Teaching I & II).</p>			
3. Aims of the module			
<p>This module introduces learners to the educational uses of information and communication technologies (ICT) and their role in various educational contexts. In addition, it familiarizes them with a wide range of both traditional and innovative technological tools and helps them develop strategies and criteria for evaluating and using such applications effectively in the language classroom.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative Content			
<p>The module balances theory and practice by exploring the literature on the uses of educational technology in language learning and the language theories that underlie them and by asking the learners to critically evaluate the use of various applications and design their own technology-enhanced lessons. Throughout the course, the learners will be exposed to a wide range of applications that can be used to develop the productive and receptive skills of language learners, such as video, word processors, the WWW, authoring packages, webquests, e-books, digital storytelling, web 2.0 tools (i.e., wikis, blogs, social networking sites), and synchronous and asynchronous computer-mediated communication (CMC) tools (i.e., email and chat). Classroom lectures and discussion will focus on the potential and the challenges that each application brings to language teaching as well as the methodological approaches most suitable for the integration of technology in language classrooms.</p>			

1. Factual information			
Module title	ENGLISH 380 THE BUSINESS OF LITERATURE	Level	6
Module tutor	Dr. Eleni Godi	Credit value	15
Module type	Taught + Project	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This is an advanced required English module in the pathway "Language and Literature" and an English elective for all students that gives them the opportunity to bring together prior literary, cultural and basic economics and/or marketing knowledge as they engage in an in-depth study of the market for books and practice their research skills.			
3. Aims of the module			
The module will introduce students to the 20 th century mechanics of literary production and to the forces making a book available, promoting it to a best seller, or silencing it. More specifically, it will study the changing market conditions for literature, both in a historical perspective and on the basis of selected case-studies. Students will discuss literature within a social and business frame and approach literary production in particular as a revealing cultural phenomenon and a symptom of a given socioeconomic reality. In doing so, students will sharpen their intellectual and critical skills and become alert to the interdependence of two fields which are traditionally considered separately.			
4. Pre-requisite modules or specified entry requirements			
English 120			
6. Indicative content			
<p>The module focuses on the socioeconomic issues pertaining to the production and consumption of literature while concurrently considering a number of relevant sociological, Marxist, reader-reception and cultural theorists. Writers whose work and career can be revealing of the topics addressed in the course (see below) will be approached as case studies. More specifically, for the historical segment of the module, topics addressed will include:</p> <ul style="list-style-type: none"> -from production to consumption: the publishing circuit -advertising literature -media and reviewing practices -book prizes -sociological and cultural theories for the production of literature -the shaping of canons -the role of education and libraries -the evolution of literary trends -gender and reader attitudes <p>For the practical segment, depending on particular student interest, research options will include:</p> <ul style="list-style-type: none"> -interviews with publishers -interviews with readers: how we choose the books we read -gathering of statistical sales information -case studies of writers whose popularity "suffered" rises and declines -comparative studies of publishing strategies in Greece and abroad -marketing books, marketing other products: similarities and differences 			

1. Factual information			
Module title	ENGLISH 390 SENIOR THESIS I	Level	6
Module tutor	General Thesis Supervisor Dr. Eleni Godi	Credit value	15
Module type	Research Project + Training Sessions	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is the first part of a module in which the students are required to write an 8,000-word thesis. It forms a fundamental component of the BA Hons English curriculum, serving both its pathways, which offers students the opportunity to cultivate the abilities and skills necessary for the realization of a medium-scale research project, from the formulation of the initial research question to its final submission. Combining what is often encountered as either final year Dissertation or Advanced Research & Writing Skills, the module offers an integrative, hands-on and project-focused approach deemed particularly useful both to a wide variety of professional settings and to the advancement to graduate studies.</p>			
3. Aims of the module			
<p>The module aims to:</p> <ul style="list-style-type: none"> ▪ Advance students' ability to devise and formulate a research topic ▪ Advance students' ability to search, gather and evaluate the relevant research resources ▪ Advance students' skills to think critically through different perspectives on a given issue ▪ Advance students' ability to articulate analytical, sustained and properly justified arguments ▪ Encourage the growth of independent and reflexive thinking 			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content			
<p>Kinds of research questions. Moving from a topic to a question to a working hypothesis. Kinds of sources. Searching for and processing of sources. Using tables and figures. Citation and quotation practices. Writing a literature review. Planning arguments. Writing an abstract and outline. Compiling a scholarly bibliography.</p>			

1. Factual information			
Module title	ENGLISH 395 SENIOR THESIS II	Level	6
Module tutor	General Thesis Supervisor Dr. Eleni Godi	Credit value	15
Module type	Research Project + Training Sessions + Presentation	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is the second part of a module in which the students are required to write a 8,000-word thesis, or a 6,000 word thesis if accompanied by a strong multimedia component. It forms a fundamental component of the BA Hons in English curriculum, serving both its pathways, which offers students the opportunity to cultivate the abilities and skills necessary for the realization of a medium-scale research project, from the formulation of the initial research question to its final submission. The module offers an integrative, project-focused approach deemed particularly useful both to a wide variety of professional settings and to the advancement to graduate studies.</p>			
3. Aims of the module			
<p>The module aims to:</p> <ul style="list-style-type: none"> ▪ Advance students' ability to devise and formulate a research topic ▪ Advance students' ability to search, gather and evaluate the relevant research resources ▪ Advance students' skills to think critically through different perspectives on a given issue ▪ Advance students' ability to articulate analytical, sustained and properly justified arguments ▪ Encourage the growth of independent and reflexive thinking 			
4. Pre-requisite modules or specified entry requirements			
English 390			
6. Indicative content			
<p>Pathway related research resources and tools. Issues and design of the research process. Organization and writing of research thesis. Planning, writing and revising a draft. Preparation and submission of manuscript. Presentation of thesis to specialist and non-specialist audiences.</p>			

1. Factual information			
Module title	COMMUNICATION 127 COMMUNICATION, CULTURE AND SOCIETY	Level	4
Module tutor	Dr. Yvonne Kosma	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>The module is a requirement for all BA Hons English students as it provides a necessary foundation to both of the programme's pathways (Language and Literature & Communication and New Media) by examining human symbolic activity from a combined humanistic and social science perspective, as well as helping students to practice and develop their communication skills. Covering a range of different forms and contexts of communication (interpersonal, group, public, mediated, verbal and non-verbal) and using cases and scenarios drawn from everyday life, the module explores the ways communication and culture interrelate and interact, with particular focus on the workings and failures, potentialities and constraints of human communication.</p>			
3. Aims of the module			
<p>The module aims to develop a critical awareness and understanding of communication as a multifaceted and processual phenomenon, both shaped by social context, institutions, cultural norms and values, and constitutive of meanings, relationships, communities and identities.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
<p>Topics for study may include: Communication as a process and as symbolic activity. Types and functions of communication. Self and other in communication. Communication as impression management. Language, power and culture. The rhetorical tradition. Styles and types of listening. Styles and types of speaking. Characteristics and types of non-verbal communication. Characteristics and dynamics of interpersonal communication. Managing interpersonal conflict. Types of groups and group communication. Conflict and problem-solving in groups. Public communication and public advocacy. Mediated communication, cultural meaning and power. The ethics and rationality of social communication.</p>			

1. Factual information			
Module title	COMMUNICATION 217 MEDIA IN TRANSITION	Level	5
Module tutor	Dr. Yvonne Kosma	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>The module serves as the main gateway to the Communication and New Media pathway by offering an overview of the historical development of media, from their early to their latest phase, by following their growth as industrial and cultural institutions, as well as the ethical and legal framework of their operation. Covering both print (newspapers, magazines, books) and audio/visual media (photography, cinema, sound- recording, radio, television, internet, mobile media) the module explores how changes in communication technology interrelate with the changing roles and fortunes of media industries and media audiences/users. Special attention is given to the most recent of technological breakthroughs in media development, i.e., the digital revolution, and to its transformative consequences over the whole of the media/cultural industry landscape.</p>			
3. Aims of the module			
<p>The module aims to acquaint students with the basic stages in the development of media, both as technologies, as industries and as cultural institutions. Also, to develop the students' comprehension of the effects that the key technological breakthroughs in media development had on media organisation/production/distribution & use of media. Finally, to make students aware of the crucial impact of the digital breakthrough in the creation of a new landscape of socialised media.</p>			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content			
<p>Topics for study may include: Milestones in the history of media. Printing: the first media industry. The news industry from citizen Kane to citizen-journalism. Photographic media and the age of the image. Recordings and the music industry: from the phonograph to the iPod. Cinema: from mass entertainment to home-cinema. Radio and television: from broadcasting to narrow-casting. Internet and globalisation. Digital media and media convergence. Copyright battles then and now. Media law and media ethics.</p>			

1. Factual information			
Module title	COMMUNICATION 227 MEDIA THEORY	Level	6
Module tutor	Dr. Yvonne Kosma	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>The module introduces students to the key theories regarding the role of mass media in the making and the workings of modern societies. The study of their distinctive concepts and arguments will help students make sense of the media in a methodical and systematic way, and cultivate a reflective attitude towards both the core issues and controversies about the impact of media, and the links between media technology, culture and society. Building on the historical and comparative knowledge of media acquired in Comm 127-Media in Transition, this module will allow students to develop the intellectual perspective and skills required to approach in more depth the debates and controversies regarding the media, and tackle more reflectively the issues and challenges concerning the current transition from the 'old' to the 'new' media (see Comm 317-Communicating through new media).</p>			
3. Aims of the module			
<p>The objective of this module is to familiarise students with the major theoretical perspectives that have shaped the field of media studies. Through the examination of their distinctive insights, concepts and problematics, the aim is for students to comprehend and evaluate the contribution these perspectives had to the understanding of media and media-saturated modern society. The theories are presented and discussed in their historical and ideological context, inviting a critical understanding of their viewpoint and import.</p>			
4. Pre-requisite modules or specified entry requirements			
Communication 127			
6. Indicative content			
<p>This course introduces students to the themes, issues and theoretical debates central to the modern study of mediated forms of communication. Students will be expected to gain an overview of key approaches to the media, and develop an analytical appreciation of the strengths and weaknesses of various theories. Those theories will be applied to various media texts (news articles, commercials, film excerpts, video clips etc.), so that students will arrive at some thoughtful conclusions about the social impact and the implications of each approach. Students are also encouraged to respond to posts on the Media Theory Course blog, and engage in creative assignments that will help them to come to terms with the theory. Topics for study include: History and contexts of media theory. Mass media, mass society and modernity. Theories of media effects and audiences. Media institutions and political economy. Media ecology and cultural change. Theories of ideology, meaning and representation. Reception and active audience. Postmodernity, information and surveillance society. Feminist and post-colonialist theory. Cultural Studies.</p>			

1. Factual information			
Module title	COMMUNICATION 233 INTRODUCTION TO JOURNALISM	Level	5
Module tutor	Dr. Sofia Theodosiadou	Credit value	15
Module type	Lectures + Lab	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This is a required module which, building upon the module Comm 217-Media in Transition and linking with Comm 317- Communicating Through New Media, provides students with an overview of the fundamental concepts of journalism. Techniques, methods and models guiding the contemporary practice of journalism will be given particular emphasis.			
3. Aims of the module			
The module will bring students closer to the profession of journalism by engaging them with work across all media platforms – print, broadcast and online – and helping them to acquire basic journalistic skills. Students will explore the profession of journalism both at a theoretical but also at a highly practical level and will discover new ways to tell a story.			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
This module will introduce students to the principles and practices of journalism as well as journalism's role in a democratic society. The class will cover news, feature, and profile writing, cultural commentary and narrative journalism. The fundamental skills of a journalist will be introduced, including research and interviewing, fact-checking and attribution, style and persona. This module includes numerous on-campus and out-of-campus reporting and writing assignments by covering certain current affairs events. Finally it will work closely with the Student ACT Newspaper and the on-campus Radio station. Guest speakers may include journalists who will address specialized areas of journalism.			

1. Factual information			
Module title	COMMUNICATION 317 COMMUNICATING THROUGH NEW MEDIA	Level	6
Module tutor	Dr. Sofia Theodosiadou	Credit value	15
Module type	Lectures + Multimedia Lab Work	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This is a required module which, building on the module Comm 217-Media in Transition and linking with Comm 227- Media Theory offers a broad but in-depth introduction to theories of the new media as well as the impact and influence of the new media on various aspects of socio-cultural life, including journalism, art, identities, politics, inequality, and so on. This module adopts an applied approach to new media.			
3. Aims of the module			
The aim of this module is to examine the various socio-cultural aspects of the new media in concrete settings. Specifically, it aims to provide students with an understanding of the crucial changes that most socio-cultural sectors have undergone due to the evolvement of new media.			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
<p>Definition of new media. Principles of new media. New media and ethics. Characteristics of on-line journalism (social media, collaborative media, blogs and microblogging, networked communities). Online news – changes in informational media. Web 2.0 tools in education, new literacies and online/personal learning environments. Political communication, networked communities. Social media monitoring and crowd sourcing. On-line identity and digital footprint. Legal and ethical issues and controversies.</p> <p>These topics will be covered with an emphasis on the abilities, interest and motives of students and with a clear focus on how new media have shaped communication and mass media in today's world. The class will put emphasis on hands - on work in the multimedia lab by familiarizing students with participatory media, citizen media, alternative media and also engaging them with individual and group assignments on topics from current affairs in mainstream and alternative new media.</p>			

1. Factual information			
Module title	COMMUNICATION 327 COMMUNICATION RESEARCH METHODS	Level	5
Module tutor	Dr. Yvonne Kosma	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This a required module in which students are given the opportunity to develop an understanding of the major approaches in Humanities and Social Sciences regarding the design of research as well as data collection and analysis. This course relates specifically to courses taught in the foundation year (e.g. History 120, Anthropology 101, Sociology 101, Politics 101) as well as to courses taught in later semesters such as the thesis modules. The module is designed to provide students with research skills which are in high demand in a variety of contemporary professional settings, and necessary for their academic advancement to a graduate degree.</p>			
3. Aims of the module			
<p>The aim of the module is to familiarise students with the challenges of conducting research in social sciences and the humanities. Students will learn to collect, organise, analyse and evaluate data, as well as consider the ethical implications of doing research. This course will discuss various research methods and in each of the methods studied, the aim is to focus on its practical applications and uses, examine in-depth notable cases of published research, and appraise their social utility.</p>			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content			
<p>Characteristics and challenges of the research process. Development and contexts of research in social sciences and the humanities. The rationale of qualitative methods, i.e. field observation, focus groups, interviews, discourse analysis, use of archival evidence, oral histories. The rationale of quantitative methods, i.e. types of sampling and questionnaire design procedures, content analysis, survey research.</p>			

1. Factual information			
Module title	COMMUNICATION 333 COMMUNICATION DESIGN	Level	6
Module tutor	Various	Credit value	15
Module type	Taught (Lecture/Presentation + Workshop)	Notional learning hours	150
2. Rationale for the module and its links with other modules			
The module will introduce students to Communication Design: the creative process for conveying any media intermission such as a message, an idea, a product or a service to its target group, through comprehensive lectures and presentations, creative workshops and projects conducted by the multi-awarded communication design agency Beetroot.			
3. Aims of the module			
The module aims to acquaint students with all the necessary information they need in order to evaluate communication design processes, articulate communication design briefs, understand the pros and cons of each communication application including physical and digital, surface and three-dimensional, text and audiovisual applications, and acquire the foundations for crafting a successful communication design campaign.			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content			
The course syllabus will be divided in the following areas:			
<ol style="list-style-type: none"> 1. 2D Graphic Design, the creative process of creating information and communication data related graphics, images, icons and illustrations. 2. 3D Graphic Design, the creative process of creating information and communication data related forms, tools, packaging, and 3D depended imagery 3. Creative Text, exploring the power of the written, spoken and projected word in communication design 4. Sound in Communication Design, exploring the scope and process of using or creating and editing sound for communication purposes 5. Branding, the process by which an original unifying identity is created including naming, logos, color coding, original soundtrack/soundscape etc 6. Digital & Social Media Design, investigating communication design for dynamic mediums that are constantly evolving. Introduction to the endless possibilities of creative coding. 7. Physical & Printed Media Design, investigating communication design for physical applications. 8. Self-Initiated Projects on Communication, exploring the process of developing innovative tools and mediums of unique self-posed communication targets. 			
Topics for study may include: Milestones in the history of communication design including branding, packaging, media campaigns etc. Extensive analysis of successful communication design applications. Case studies of disruptive and problem solving design. Interdisciplinary approaches in design. Teamwork and organization in the creative process. Generative design vs close circuit design.			

9. STUDENT SUPPORT, GUIDANCE AND ADVICE

ACADEMIC ADVISING AND MENTORING

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at ACT and, in most cases, until graduation. The Academic Advisor helps students to plan their overall program of studies, as well as to select courses each semester. Advisors also provide information about ACT academic and support services, assist students in addressing problems in particular courses within a given semester, and offer ongoing advice concerning the students' long-term academic and career goals.

Students with weak English language competency, as well as those on academic probation with a low GPA (less than 1.5), are assigned faculty mentors who follow the students' progress throughout the semester by meeting frequently with the students, follow their progress in classwork by maintaining a line of communication with the students' instructors and by compiling reports on the students' progress.

THE LEARNING HUB

ACT's Learning Hub is located on the upper floor of the Library. Students are invited to meet with the tutors and receive assistance with their English language and Mathematics needs. The Admissions and the Enrollment department offices are also located on the upper floor of the Library. Prospective students may obtain from there all the necessary information concerning their studies and financial support.

HEALTH SERVICES

The resident Anatolia High School nurse accepts student emergency visits as well as regular appointments in her office located on campus. The Anatolia/ACT is also within easy access to both a private clinic and several hospitals, all of which provide emergency services. A resident doctor at ACT is available to students on campus during the doctor's office hours.

10. OPPORTUNITIES FOR PERSONAL DEVELOPMENT PLANNING

CAREER SERVICES AND GUIDANCE

The Career Office equips students with the tools and know-how to successfully kickstart their careers. Specifically, we provide hands-on training on interviewing, resume & cover letter writing. The above are subsidized by guest lectures, which help students get an insight in their field of interest, and company visits, which give students the opportunity to meet company representatives and conduct informational interviews. The office also provides individual consultations in any career related issue, including job search tactics, career planning, resume preparation and mock interviews. Apart from this preparation stage, the career office offers internship and job opportunities, both in Greece and abroad, accessible to all students via the Career Office's job board (jobs.act.edu).

In addition, the Career Office also organizes the annual Career Week, a week-long event with lectures, company presentations, on-campus recruiting, networking opportunities and hands-on workshops.

The Office also serves as Liaison with the Business Community, and works actively with Industry and Academia to identify placement opportunities and keep students informed of local and regional trends. Leading representatives from the private and public sectors visit ACT regularly as guest speakers in classes and events, reinforcing ACT's strong ties with companies, institutions and organizations throughout the local, national and international business environment.

GRADUATE EDUCATION COUNSELING

ACT's Graduate Education Office (GEO) guides students in their further educational progress. Graduates are assisted throughout the process of selecting appropriate programs and applying to ACT's or other postgraduate programs in numerous ways such as: website addresses for research into colleges / universities suited to their needs and qualifications, assistance with the writing of personal statements (in collaboration with the Writing Center) and coordination of recommendation letters prepared by faculty members. The GEO offers two workshops every fall semester, one for students interested in studying in the US, the other targeted towards studying in the United Kingdom.

Students should visit the Graduate Education Advisors early in their academic career (1st and 2nd year) and not necessarily wait until their 3rd or 4th year, when the reality of postgraduate education is right around the corner.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every semester there is a visiting program with local organizations with internship opportunities, all relevant to the academic programmes

and focusing on enhancing in-class learning. Apart from the on-campus recruiting, we coordinate a series of internship opportunities with organizations located in other cities or even abroad, either with on-site placement or remote work. The school's Job Board and Facebook Career Group help disseminate the internship opportunities, while the Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

11. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD

ACT STUDENTS STUDYING IN THE US

ACT has signed a number of study abroad exchange agreements with partner colleges and universities that enable students to spend a semester studying in the US. Through these agreements, ACT students may spend a semester, normally in their second or third year of study, at a college in the US, and upon return to ACT receive full transfer credit for all courses successfully completed while abroad. Agreements with partner schools allow ACT students to enroll at collaborating institutions while continuing to be enrolled at the home school and pay tuition and fees at ACT. Students are encouraged to look into study abroad opportunities early in their academic career with the director of the I.P.O. Good academic standing is a pre-requisite for considering such a possibility.

12. WORK PLACEMENT INFORMATION

A number of opportunities for personal development are available to English majors on demand and on a voluntary basis within the program, ranging from opportunities for joining extracurricular activities and clubs on campus, serving on the Student Government Association, engaging in Service Learning, acquiring information literacy and CV writing skills to building professional expertise through a term's Internship training in their senior year, thus enhancing self-reflection, PR and communication skills, personal and professional responsibility, learning how to meet deadlines and working with others, etc.

In addition, through ACT's Careers Office, targeted English-specific workshops, company visits and presentations further enhance opportunities for personal development. Short term internships have also been introduced. Here are some concrete examples:

- Communications & copywriting internship opportunities
- Resume, cover letter and interview workshops

- Private consultations for preparing individual students' resumes & cover letters.
- Mock interviews - private advising on interviewing
- Job board which renews weekly and includes - among others - internship and entry level opportunities in the field of communication.
- Guest lectures of professionals in the field (media, teaching, etc.)

As ACT graduated its first English cohort in June 2015, it is early to engage in a thorough evaluation of the value and benefit of the above-mentioned practices

The programme does not require students to undertake a compulsory work placement but there is the option of internship, if they wish to do so.

Through the service learning/practicum course Soc Sc 399 (a non-OU validated module) which is comprised of a combination of theoretical sessions and real-life case study projects, students will be able to make visible connections between community service, their own learning, personal and professional development and citizenship skills, values and practices.

13. FACILITIES AND SERVICES

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a collection of about 26,400 books in print, over 126,000 of electronic books and hundreds of videos, DVDs, and CD-ROMS. Already one of the largest English language libraries in Greece, its collection is rapidly growing into a space designed to accommodate the institution's needs for years to come. The collection includes subscriptions to periodicals in hard copy as well as access to over 42,000 full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to over 20 research databases to support inquiry and research. Business databases include Ebsco's Business Source Elite, Regional Business News, Hoover's, and ProQuest ABI Inform Global. Databases for research include: Academic Search Premier, E-books collection, Encyclopaedia Britannica, ERIC, GreenFILE, Columbia International Affairs Online (CIAO), JSTOR, Oxford English Dictionary and Oxford Music Online. We also subscribe to the Ebsco A-Z service, providing listing of all the electronic resources accessible from the library.

In order to maximize the value of our collections and increase the ease of their use, a new service has been introduced. EBSCO Discovery Service TM brings together the most comprehensive content providing to users an easy, yet powerful means of accessing all of the library's information resources through a single search.

The Bissell Library shares an integrated library management system with the Socrates Eleftheriades and Olga Mavrophidou-Eleftheriades Library of Anatolia College. Access to both collections is available through the web-based library catalog. Library users can search the catalog, databases or the Internet through public access terminals available on both floors of the library. Network ports are available for laptops and the entire building is Wi-Fi enabled.

COMPUTING SERVICES & NETWORKING FACILITIES

ACT has state of the art computer infrastructure and facilities. All computer facilities are connected to a high-speed campus network, which is based on fiber optic cables connecting all buildings. In addition a large high speed wireless network access (WI-FI) covers large areas of the campus giving students the ability to use the school's resources or access the internet on their laptop.

The computer facilities include the Stavros S. Niarchos Technology Center in Bissell Library and a number of other computer laboratories located in various buildings. There are over 20 high-speed servers present in the network infrastructure and there are approximately 100 Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories:

The laboratories are used both as general access and instructional computer labs. They are equipped with data projectors and black and white or color laser printers. All stations are networked with full Internet Access and run the latest software such

as MS office, Oracle, Power-builder, Visible Analyst, Java, Visual Basic, 3-D Max, Adobe Photoshop, Adobe CS Production Studio Premium, Macromedia Studio, Macromedia Authorware, PanaView Image Assembler, Mathematica Player, Minitab, MathCad, Daedalus, etc.

SCIENCE LABORATORIES

All science courses are accompanied by laboratory work. The purpose of the laboratories offered is to expose students to hands-on experience regarding concepts and principles learned in classroom. The College's new Science Facilities are located in the Compton Hall basement. The facilities include three laboratories (Biology/Ecology, Physics, Chemistry) covering a total area of 300 square meters.

FOOD SERVICES

The ACT Cafe, rented on a contract to a professional food service provider, is also located in the New Building (ACT main classroom building) and operates weekdays from 10:00 - 18:30 (Fall – Spring semesters) and 11:00 - 14:00 (Summer term—hours flexible) when classes are in session. The cafe offers an assortment of cold and hot sandwiches, coffee, salads and beverages.

HOUSING

On-campus housing is available on a first come, first served basis and priority is always given to freshmen. Apartments are all shared and have both single and double rooms, common area, kitchen and bathroom. They are fully furnished and on-campus students have free access to internet, the gym, and also to basketball, football and tennis courts. There is an on-campus dining room where students can have warm meals and the Bissell library is in close proximity to the housing. All interested students must complete a Housing Application in order to be considered for on-campus housing.

The Student Services Coordinator will assist students in locating off-campus housing in local residential areas. A list of trusted real estate agencies and property owners who speak English will be made available for interested students. ACT does not have any official relationship with housing agencies and does not endorse any specific agency. With all off-campus housing, students are responsible for personally contracting with the landlord but ACT will provide guidance and assistance. Regular announcements about available flats around the city are made on the ACT housing Facebook group. Students can also refer to this Facebook group in order to find roommates or shared housing.

14. **DETERMINATION OF RESULTS** ([Link to OU Regulations](#))

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are:

- 40% for undergraduate programmes
- 50% for postgraduate programmes

These minima apply to assessments, modules, stages and qualifications.

DETERMINING MODULE OUTCOMES

The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

- | | |
|----------------------|------------------------------------|
| • First class | Aggregate mark of 70% or above |
| • Upper Second class | Aggregate mark between 60% and 69% |
| • Lower Second class | Aggregate mark between 50% and 59% |
| • Third class | Aggregate mark between 40% and 49% |

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation

Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

15. ASSESSMENT AND PROGRESSION REGULATIONS ([Link to OU Regulations](#))

SUBMISSION OF ASSESSED WORK

Work submitted for a summative assessment component cannot be amended after submission, or re submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

ASSESSMENT SCORES

All undergraduate assessment will be marked on a percentage scale of 0-100.

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

STAGE REQUIREMENTS

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit, a second attempt at an assessment component following a failure at first attempt.
- Compensation, the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

COMPENSATION

Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met:

- No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.
- Compensation is not permitted for modules within awards of less than 120 credits in total.
- It can be demonstrated that the learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
- A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate

programme (except in the case of MEng Level 7 where an aggregate mark of 50% has been achieved).

- In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.
- No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
- A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

OPTIONS FOR THE REPEAT OF STUDY

If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

Partial repeat as fully registered student:

- The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
- The student has full access to all facilities and support for the modules and/or components being repeated,
- The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
- The student retains the marks for the modules and/or components already passed,
- No further resit opportunities are permitted.

Partial repeat for assessment only:

- That access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

- This is only permitted where the student has extenuating circumstances;
- The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- The student has full access to all facilities and support,
- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

Exam Boards will look at individual cases where stages have not been completed and advise on progression.

16. DISSERTATIONS AND PROJECTS

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

The Bissell library in its effort to compliment and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all Divisions receive the same learning experience and support, as well as fair access to all available resources and services. More specifically when it comes to the writing up stage of their theses, the Bissell Library provides the following Resources and Support Services.

Resources :

- A collection of thesis writing books, academic writing and general study skills , for example how to evaluate resources, or how to study more effectively can come very handy at the literature review stage. This collection is housed in the Learning Hub (Writing Centre)
- Subject guides corresponding to the Divisions also provide a thematic information gateway of trustworthy information resources (e-journals, databases, etc) to assist students in their quest for information gathering for their theses.
- The website of the Library, which is currently under heavy revision (the new site will be in place from the 1st of Sept.), attempts to familiarize and provide introductory guidance on how to use various online tools such as Zotero, EasyBib and Diigo, which can become indispensable tools when it comes managing information and bookmarks, and citing resources .
- Guides have been composed to assist students with the OU Harvard referencing style (available on the library website)
- The Library in conjunction with all Divisions has streamlined the procedure of gathering all theses so as to develop in the near future an Institutional Repository. In the meantime students can drop in any time and can have access to study good examples of theses on site.
- Last but not list a plethora of printed material in a variety of subjects is also available to students.
- The students are able to ask for Interlibrary loans of journal articles we do not have online access to. The service is provided by the British Library. They are also able to suggest books relevant to their research to the library to buy.

Support Services:

- The Learning Hub, former Writing Centre, strives to help students to become strong, independent learners through a variety of services. The assistance stretches through all stages of the learning process whether it is revising thesis writing, maths, reading, or just refining those digital skills. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via

e-mail. From the beginning of the new academic year Learning Hub will have its own website providing access 24/7, to wide variety of targeted information and resources on Study skills, English Language, IT skills, Personal development skills and Science & Technology.

- The allocation of two Academic Liaison Librarians as well as Division Academic staff reps allow for better communication among students, academic staff and the Library. This helps students and academic staff to convey in a more efficient manner their needs to the Library.
- Information Literacy lessons conducted by the Academic Liaison Librarians offer students a reminder of research, evaluation and referencing skills to support them in their project. This come as a continuation of previous Information literacy teaching offered in the previous years of study. These sessions include: techniques on how to locate formal and informal information sources on subjects, evaluation of resources, plagiarism and paraphrasing, and referencing.
- Finally the Academic Liaison Librarians provide one to one support on how to search, evaluate and locate materials and referencing, either in drop in sessions or after appointments.

17. OTHER INSTITUTIONAL POLICIES AND REGULATIONS ([Link to OU Regulations](#))

ACADEMIC MISCONDUCT

Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorized use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content

should not be corrected nor should the structure of the piece of work be changed.

- Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

- Misconduct in examinations (including in-class tests).
- Processes for dealing with Academic misconduct and the penalties

ACADEMIC OFFENCES

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating impersonation, use of inadmissible material and disruptive behavior. Responsibility for reviewing breaches of academic integrity is held by the college's Academic Standards and Performance Committee (AS & PC).

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the AS&PC. If a member of the Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

On receipt of the allegation of a breach of academic integrity, the Chair of the AS&PC must inform the Chair of the Board of Examiners that is responsible for the assessment of the course(s) that are affected by the alleged offence. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established.

The AS&PC will either itself investigate the charge or establish from its own membership a panel to conduct the investigation. In establishing whether a breach of academic integrity has occurred, the Committee (or panel) should consider oral and/or written evidence supplied by the individual(s) making the charge and the alleged offender. The alleged offender shall have the right to appear before the Committee (or panel).

Once the AS&PC has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance

of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently on the assessment decisions made by the Board of Examiners, the AS&PC is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity. The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

- Admonishment Letter (or Letter of Warning): The student is advised in writing that her/his behavior violates rules of academic and/or personal integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.
- First Offense File: The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Provost, department chairs and area coordinators. Second offenses automatically result in a hearing.
- Disciplinary Probation: The student is advised in writing that his/her behavior violates rules on academic and/or personal integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.
- Suspension: The student's relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.
- Dismissal: The student's relationship with the College will be terminated indefinitely. The right to apply for re-admission shall be denied.

Within five working days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the AS&PC. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final.

EXTENUATING CIRCUMSTANCES

The Open University recognizes that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution's extenuating circumstances procedures will be applied, as approved in institutional review.

A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously

impaired by extenuating circumstances, may submit a deferral request. Further information is available from the partner institution.

MITIGATING CIRCUMSTANCES

The following regulations distinguish between factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline, and those which have not impaired the student's ability to attend for examination or meet a deadline for the submission of work but which may have affected his or her performance. In all cases, it is the responsibility of the student to ensure the timely disclosure of any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program's assessment requirements must submit a completed Mitigating Circumstances Extension Form together with verifiable documentation to the Registrar's Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

- the AS&PC will consider the evidence submitted by the student;
- if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.
- the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee's decision.
- The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

- the AS&PC will review the evidence submitted by the student and make a recommendation for consideration by the appropriate Board of Examiners;
- the Board of Examiners is responsible for considering that action that it should take in the light of the recommendations of the AS&PC;
- the actions available to the Board of Examiners include: the deferral of an assessment to a later date; compensation for the failure in a course; agreement that the student should either retake the course or be reassessed with the grade achieved being recorded in the student's transcript and therefore contributing to the classification of the award; and, exceptionally a decision that the student be

assigned a higher grade for the course or courses on which his or her performance has been affected.

Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

The partner institution will verify the authenticity of any evidence submitted.

Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
- waive late submission penalties;
- determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
- note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

18. STUDENT PARTICIPATION AND EVALUATION

STUDENT PARTICIPATION

A member of the Student Government Association (SGA) must be present at all meetings of the Academic Standards and Performance Committee (ASPC) of the college, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Assistant Dean and the SGA, where students present their views on the operation and development of the College. In addition, ACT regularly invites students to Academic Council meetings, where they can express their views and opinions to the top-level administration. The SGA is also involved in co-organizing major on-campus events.

MODULE EVALUATION

Module evaluation is conducted through the student evaluation forms. These forms measure the teaching quality and assessment methods, learning materials, delivery methods, course objectives, thought-provoking activities, comprehension of the subject matter, grading, degree of intellectual challenge and stimulation and draw comparisons with other courses.

The collection of student feedback is made at the office of the Assistant Dean, who has the general overview of the procedure. Then, modules are classified according to the programme they belong, and the feedback is sent to the corresponding department head. The results are also forwarded to the individual instructors. The outcomes of module evaluations are discussed between the Assistant Dean and the department heads, and also in the departmental meetings of all divisions. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.

COLLEGE-WIDE FEEDBACK

At the college level, ACT is administering another survey to measure both educational and other aspects of student life and behaviors. The survey, named College Student Experiences and Learning Outcomes (CSELOA) is aiming at measuring self-perceptions of students and has two parts. The first part measures student learning outcomes and the second measures student behaviors and experiences. The questionnaire includes a diverse spectrum of variables relating to academics, faculty, student services, student-to-student and student-to-faculty interactions, sense of community, use of campus facilities, academic skills, communication, after-college preparation for graduate studies or work, and off campus study and life behaviors.

19. GENERAL READING LIST (NOT MODULE SPECIFIC), INCLUDING ELECTRONIC RESOURCES

- Abrams, M.H. (1975) *English romantic poets: Modern essays in criticism*, 2nd edn. London: Oxford University Press, USA.
- Adler, R.B. and Rodman, G. (2016) *Understanding human communication*, 8th edn. New York: Oxford University Press.
- Alim, S.H. and Baugh, J. (eds.) (2006) *Talkin' black talk: Language, education, and social change*, United States: Teachers' College Press.
- Aston, E. (ed.) (2000) *The Cambridge companion to modern British women playwrights*, Cambridge, UK: Cambridge University Press.
- Baehr, C. and Schaller, R. (2010) *Writing for the Internet*, Greenwood Press.
- Barker, M. and Petley, J. (2014) *Ill effects: The media/violence debate*, edited by Professor Martin Barker and Professor Julian Petley. 2nd edn. London: Routledge.
- Barry, P. (2009) *Beginning theory: An introduction to literary and cultural theory*, 3rd edn. Manchester, UK: Manchester University Press.
- Beaty, J. (1999) *The Norton introduction to the short novel*, 3rd edn. New York: WW Norton & Co.
- Bell, B.K.M. (2007) *The cybercultures reader*, Edited by Barbara M. Kennedy and David Bell. 2nd edn. New York: Taylor & Francis.
- Bender, R. (1987) *The sonnet: an anthology*, New York: Washington Square Press.
- Birdsong, D. (2014) *Second language acquisition and the critical period hypothesis*, United States: Psychology Press.
- Blackledge, A. and Creese, A. (2009) *Multilingualism: A critical perspective*, United Kingdom: Continuum International Publishing Group.
- Bradby, D. (2001). *Beckett: Waiting for godot*. Cambridge, UK: Cambridge University Press.
- Branston, G. and Stafford, R.W. (2010) *The media student's book*, 5th edn. New York, NY: Taylor & Francis.
- Bristow, J. (ed.) (1995) *Victorian women poets: Emily Brontë: Elizabeth Barrett Browning: Christina Rossetti*, Houndmills, Basingstoke: Palgrave Macmillan.
- Brown, D.H. and Brown, H.D. (2006) *Principles of language learning and teaching*, 5th edn. White Plains, NY: Pearson Education (US).

- Butler, M. (1981) *Romantics, rebels and reactionaries: English literature and its background, 1760 – 1830*, New York: Oxford University Press
- Casanova, P. and DeBevoise, M.B. (2007) *The world republic of letters (Convergences: Inventories of the present)*, United States: Harvard University Press.
- Castells, M. (1996) *The rise of the network society: The information age: Economy, society and culture*, Malden, MA: Blackwell Publishers.
- Castells, M. (1997) *The information age: Economy, society and culture: V. 2: Power of identity*, 2nd edn. Malden, MA: Blackwell Publishers.
- Castells, M. (2010) *End of millennium: The information age: Economy, society, and culture*, 2nd edn. Malden, MA: Wiley-Blackwell (an imprint of John Wiley & Sons Ltd).
- Christ, A., David, D. and Reidhead, J. / (eds.) (2013) *The Norton anthology of English literature, the major authors: Volume 1 & 2: The major authors*, United States: W W Norton & Co.
- Coates, J. (1986) *Women, men, and language: A sociolinguistic account of sex differences in language*, 8th edn. New York: Longman, London.
- Cohen, S. (1987) *Folk devils and moral panics: The creation of the Mods and rockers*, Oxford: Blackwell Publishers.
- Connor, S. (2006) *The Cambridge companion to Postmodernism*, Edited by Prof. Steven Connor. Cambridge, UK: Cambridge University Press (Virtual Publishing)
- Cook, V.J. (2001) *Second language learning and language teaching*, 2nd edn. New York: Distributed in the USA by St Martin's Press.
- Corcoran, N. (ed.) (2008) *The Cambridge companion to twentieth-century English poetry (Cambridge companions to literature)*, Cambridge: Cambridge University Press.
- Corrigan, T. (2011) *A short guide to writing about film*, 8th edn. Boston: Pearson Longman.
- Corrigan, T., White, P. and Barry, P.D. (2016) *The film experience: An introduction*, 4th edn. Boston, MA: Bedford/St. Martins.
- Critcher, C. and Critcher, C. (2011) *Moral panics and the media*, Philadelphia: Open University Press.
- Cuddon, J.A. and Habib, M.A.R. (2014) *The Penguin dictionary of literary terms and literary theory*, United Kingdom: Penguin Books.

- Dalby, A. (2003) *Language in danger: The loss of linguistic diversity and the threat to our future*, New York: Columbia University Press.
- Dale, L., Tanner, R. and Thornbury, S. (2012) *CLIL activities with CD-ROM: A resource for subject and language teachers*, New York: Cambridge University Press.
- Davies, A. (1999) *An introduction to applied linguistics: From practice to theory*, Edinburgh: Edinburgh University Press.
- Dines, G., Humez, T. (2015) *Gender, race and class in media: A text-reader*, 4th edn. Edited by Gail Dines and Jean M. Humez. United States: Sage Publications
- Dovey, J., Giddings, S., Grant, I., Lister, M. and Kelly, K. (2009) *New media: A critical introduction*, 2nd edn. London: Routledge
- Dudeney, G., Nicky, Pegrum, M. and Hockly, N. (2013) *Digital literacies: Research and resources in language teaching*, Harlow: Pearson Education.
- Eagleton, T. (2004) *Marxism and literary criticism*, London: Taylor & Francis Group Plc.
- Ellis, R. and Fotos, S. (1999) *Learning a second language through interaction*, Philadelphia: Benjamins (John) North America Inc.,US.
- Ellis, R. (1985) *Understanding second language acquisition*. 4th edn. New York: Oxford University Press.
- Escarpit, R. and Pick, E. (1971) *Sociology of literature*, 2nd edn. United Kingdom: Frank Cass Publishers.
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