



Bs (Hons) in ENGLISH

In partnership with:



1. Welcome and introduction

WELCOME!

Dear Student,

This Handbook is intended to provide a concise reference and guide for all Anatolia American University ULE (AAU) students. Included herein are brief statements of the university's policies applicable to and of interest to all university 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 AAU. 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 university. 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.

With best regards, AAU Provost

2. List of programme director and academic staff

CHAIR

Dr. Maria Kyriakidou,

Professor (Political Science and International Relations)
BA, MA History and Archeology, Aristotle University of Thessaloniki;
MA Anthropology, George Washington University;
PhD History, King's College London (Reg)

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PROGRAMME COORDINATOR

Dr. Filio Chasioti,

Assistant Professor (English Language and Literature)
BA in English Language and Literature, Aristotle University of Thessaloniki;
MPhil in Applied Linguistics, Trinity College, Dublin;
PhD in Contemporary North American Fiction and Corpus Linguistics, Aristotle University of Thessaloniki (Reg)

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ACADEMIC STAFF (Alphabetical order)

Dr. Emily Bakola

Adjunct Professor (English and Media)
BA English with Minor in Cinema and Cultural Studies; SUNY Stony Brook, N.Y.;
MA; PhD Comparative Literature, SUNY Stony Brook, N.Y.;

Dr. Ian Kehoe

Associate Professor (English)

Ph.D. (Education), University of Sheffield, United Kingdom; M.A in Philosophy, University College Dublin, Ireland; RELSA Certificate in English language teaching; B.A Arts, (History and Philosophy), MIC, University of Limerick, Ireland.

Dr. E. Dimitris Kitis

Associate Professor (Applied Linguistics)

BA (Hons) European Economics, University of East London, UK; MA Art Criticism and Management, City University London, UK; PhD Sociolinguistics, King's College London, UK

Dr. Eva Malinaki,

Assistant Professor (Journalism and Media)

BA Journalism and Mass Media, School of Journalism and Mass Media, Aristotle University of Thessaloniki; MA Communication and Culture: BA Journalism and Mass Media, School of Journalism and Mass Media, Aristotle University of Thessaloniki

3. Name, position and institution of the external examiner(s) involved in the programme

- Dr. Foteini Dimirouli, Research Fellow in English and Access Fellow; Keble College, Oxford, University of Oxford, UK

4. Introduction to the programme

The BA Hons English is a degree programme within the School of Humanities and Social Sciences. It features two pathways, Language and Literature, and Communication and New Media. 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. The programme follows debates and academic developments in the relevant fields and aspires to maintain a pioneer academic presence in the area.

5. Programme specification

The BA Hons in English features two pathways, one in Language and Literature, and a second in Communication and New Media. The programme 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.
- prepare students for postgraduate studies and professional settings

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

Students majoring in English (both pathways) may take modules from other academic programs at AAU. A note next to each module below will make this synergy obvious.

Students choose one of the two pathways starting halfway in Level 4, although some modules remain common through their course of study.

PROGRAMME OF STUDY AND INTENDED LEARNING OUTCOMES PER PATHWAY

COMMUNICATION AND NEW MEDIA

3. Programme structure and learning outcomes

Enhancement modules

These modules ensure that students receive a well-rounded, skills-based education and may also include modules that enhance knowledge and skills in their subject area. Employers look for candidates who can analyze information, collaborate and adapt. The Enhancement modules equip students with highly desirable skills that maximize their learning experience and enhance both personal and professional growth, preparing them to navigate an ever-changing world. As part of their co-curricular studies, students, students are expected to master foundational skills that:

- **Develop Critical Skills**
The Enhancement module build essential skills like critical thinking, communication, problem-solving, and analytical reasoning.
- **Encourage Interdisciplinary Thinking**
By taking modules in sciences, humanities, and social sciences, students learn how different fields connect, making them more adaptable and innovative thinkers.
- **Boost Career Readiness**
Employers look for well-rounded candidates who can analyze information, collaborate, and adapt—skills reinforced through general education modules.
- **Promote Lifelong Learning**
These modules expose students to new subjects they might not have explored otherwise, helping them become more curious and engaged learners.

Enhancement modules

Enhancement modules

- Politics 101: Contemporary Politics
- History 120: The Modern World
- English 102: Composition II

- Computer Science 101: Digital Literacy
- English 204: Business/Professional Communication
- Mathematics 100: Mathematics for Decision Making
- Philosophy 101: Introduction to Philosophy and Critical Reasoning
- Psychology 101: Introduction to Psychology

Additional enhancement modules include (but are not limited to) the following:

- English 101 Composition I
- Nutrition 130 Fundamentals of Human Nutrition
- Music 120 Traditional and Contemporary Greek Music
- Art 120 Art Appreciation: Principles of Design
- Philosophy 203 Ethics
- Sociology 101 Contemporary Society
- Ecology 110 Ecological Principles
- Art 130 Introduction to Photography, from the analog to digital era
- Computer Science 108 Digital Tools for the Humanities

<u>Programme Structure – Enhancement modules</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Politics 101: Contemporary Politics	15			N/A for all	Fall
History 120: The Modern World	15				Fall

English 102: Composition II	15				Spring
Computer Science 101: Digital Literacy	15				Spring
English 204: Business/Professional Communication	15				Fall
Mathematics 100: Mathematics for Decision Making	15				Spring
Philosophy 101: Introduction to Philosophy and Critical Reasoning	15				Spring
Psychology 101: Introduction to Psychology	15				Fall

Intended learning outcomes for Enhancement modules are listed below:

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: A1 an awareness of foundational concepts, key theories, and terminology in relevant subject areas (including mathematics, digital technologies, humanities, and social sciences). A2 an understanding of how people think, learn and behave, and how societies organize and govern themselves.	<u>Learning and teaching strategy</u> Engage students in close reading, class discussions and group work; utilize a variety of audiovisual resources (videos, films, new media, websites). <u>Assessment methods</u> Written exams and quizzes on core subject matter. Short-answer or essay assignments evaluating conceptual understanding. Reading comprehension tests.
3B. Cognitive Skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will be able to:	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups

B1 Interpret information, data and arguments critically, drawing on both quantitative and qualitative reasoning. B2 Evaluate different perspectives, theories, or solutions and make informed judgements.	<u>Assessment methods</u> • Analytical essays and case study write-ups. • Comparative reviews of scholarly texts. • Structured debates or panel discussions.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: C1 skills to assess and use a basic set of digital tools (e.g., word processing, spreadsheets, research databases) for academic, research, or professional projects. C2 skills to follow discipline-specific procedures (e.g., mathematical modeling, experimental methods, information retrieval) and apply them in practical contexts. C3 an ability to produce well-organized, professional-quality communications (written, oral, visual).	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the School. <u>Assessment methods</u> • Computer-based assignments, simulations, or projects. • Oral presentations and role-play scenarios. • Business communications such as memos, reports, or emails.

<u>3D. Key/transferable skills</u>	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will be able to: D1. Plan and review study plans while collaborating effectively in diverse teams, showing adaptability and interpersonal communication. D2. Comprehend and communicate ideas clearly in both writing and speaking, tailoring language for academic, professional, and interdisciplinary audiences. D3. Demonstrate an understanding of the role of professional bodies and lifelong learning strategies, self-reflection, and adaptability to new challenges.	<u>Learning and teaching strategy</u> Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> • Group projects and/or peer evaluations. • Reflective journals and portfolios documenting skill development. • Presentations targeting diverse audiences. • Feedback from team-based activities or collaborative assignments.

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
English 120: Introduction to Literature	105	Major Elective	15	N/A	TBC
English 224: Post World War II British and American Drama					
English 250: Advanced Writing and Professional Communication					
English 210: Creative Writing/Major Elective					
Comm 215: Foundations of Contemporary Media					
Comm 219: Introduction to Film Studies					
Comm 270: Digital Content and Story-Telling					

Major electives level 4 (two of the following are required):

- English 210: Creative Writing
- English 221 Short Fiction
- English 273: Introduction to Linguistics
- English 235: Introduction to Literary Theories and Criticism
- English 275: Sociolinguistics: Introduction to Language and Society
- English 220: Introduction to Twentieth Century Poetry and Drama

- English 299: Teaching Approaches and Methods Past and Present
- Comm 127: Communication, Culture and Society
- His 201: Women in Modern Times
- Soc Sc 210: Introduction to Global Studies and Human Geographies

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Awareness of the different ideas and concepts represented in the subject of English, and a range of concepts, theories and approaches necessary to Communication and Media Studies.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u> Short responses, presentations, quizzes, tests, short essays, reflective journal entries, annotated bibliographies, portfolios, exams, projects, term papers.
A2 An awareness of the range of principal genres in literature and film.	
A3 Awareness of contemporary debates/developments in the field of English and Media Studies.	
A4 Awareness of the way in which culture, language, technology, politics and economics affect how, where and by whom texts are produced and received.	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Ability to discover and synthesize information and diverse evidence in texts. B2 Ability to read closely and critically. B3 Ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing. B4 Comprehension of how different social groups variably make use of, and engage with, forms of communication, media, film and culture.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u> Short definition responses, presentations, quizzes, tests, short essays, close reading activities, exams, creative and/or multimedia projects, research/term papers, long essays.

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

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

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
English 230-British Literature and Culture	90	Major Elective	30	N/A	TBC
English/Hum 246 American Literature and Culture		Major Elective			

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Comm 315 Intercultural Understanding and Communication					
Marketing 200- Public Relations/Marketing 214- Advertising/Soc Sc. 215- Society and Culture					
Comm 233 Introduction to Journalism					
Comm 327-Research Methods and Practice					

Major electives level 5 (two of the following are required):

- CS 206: Web Development
- English 292: Literature, Art and Culture in language education
- English 284: Literature through Performance
- English 350: Semiotics and Discourse Analysis: Writing for Social Change
- Hum 221: History on Film/Film on History
- Comm 217: Media in Transition
- CS 306: Advanced Web Development
- English 274: Applied Linguistics in Teaching Theory and Practice
- English 268: Women and Literature
- English 325: Pedagogical Foundations in Second Language Acquisition

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 A wide knowledge of the subject and the ability to deploy a conceptual grasp of its central concerns in literature, communication, and culture.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials, individual research in library and web-based databases, student participation in research, guest lectures, visits to professional settings (i.e. media agencies, language schools). <u>Assessment methods</u> Critical and persuasive written work, with research components phased in progressively in a variety of formats building from level 4. Interviews, questionnaires, advanced multimedia assessments, blogs, podcasts, lesson plans, teaching practicum.
A2 Awareness of how diverse social and contexts affect styles and codes of communication in a variety of fields.	
A3 Familiarity with contemporary debates/developments and methodologies in the field of English and Media Studies, while recognizing and challenging the colonial roots and Western biases of our own perception.	
A4 Awareness of professional ethics, codes of conduct, and legal considerations relevant to the production of cultural forms and products.	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Ability to articulate a critical understanding of complex texts and ideas (and of their historical relations where appropriate).	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, independent reading of academic/specialized texts, individual research. <u>Assessment methods</u>

3B. Cognitive skills		
B2	Competence in the appropriate choice, synthesis and use of material according to theories and concepts.	Short responses, presentations, tests, long essays, book/film reviews, exams, projects, research papers, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.
B3	Ability to systematically identify underlying theoretical frameworks, key issues and biases in texts.	
B4	Understanding of the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society.	

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

3C. Practical and professional skills	
C4 Ability to collate, organize and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.	

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

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
English 320-The Other in Literature and Media	90	Major Elective	30	N/A	TBC
English 390-Senior Thesis I		Major Elective			
English 395-Senior Thesis II					
Comm 227: Media Theory					
Comm 317-Communicating through New Media					
Comm 345: Media Ethics in the Digital Age: Challenges for the Media Industry and the Public					

Major electives level 6 (two of the following are required):

- English 370: Literature and Film
- English 310: Design and Evaluation of Teaching and Assessment Materials
- Mkt 324: E-Marketing
- CS 219: Video Game Design with Unity and 3ds Max

- Marketing 324: E-Marketing
- Practicum 300
- English 259: Postcolonial Literature
- English 340: Comparative Literature
- English 380: The business of Literature

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Ability to develop independent and imaginative interpretations of cultural products and social phenomena.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, student participation in research, audio-visual materials, individual research in library and web-based databases, guest lectures, visits to professional settings (i.e. media agencies, language schools, book-stores). Senior thesis seminars and workshops, tutorials, debates and group work, use of audiovisual materials, focused research in library and web-based databases. <u>Assessment methods</u>
A2 Ability to recognise the potential limits of knowledge, which includes self-reflectivity and a critical stance towards dominant discourses.	
A3 A detailed, systematic and comparative understanding of the debates/developments in the field of Cultural and Media Studies, with a focus on knowledge systems that aim at adjusting cultural perceptions and power relations in real and significant ways.	
A4 A thorough knowledge and critical stance towards the theories of media and its ethical dimensions.	

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	Critical and scholarly written work, with research components phased in progressively in a variety of formats building from previous levels. Senior thesis, comparative projects, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Understanding of how critical, analytical and creative approaches produce knowledge. B2 Independence of mind and originality of approach in interpretative and written practice culminating in the writing of a major project such as the senior thesis. B3 Ability to test, interpret and analyze information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements. B4 Understanding of the role of readers in shaping texts and the relationships between different genres and different media, critical, theoretical, linguistic and stylistic concepts and terminology.	<u>Learning and teaching strategy</u> Lectures, group work, workshops, guest lectures, discussion groups, individual research, audio-visual materials, personal advising by thesis mentors, tutorials. <u>Assessment methods</u> Senior thesis, academic papers, book/film reviews, exams, projects, research projects, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

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

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

SUGGESTED PROGRAMME OF STUDIES (PATHWAY COMMUNICATION AND NEW MEDIA)

BA in English, Concentration *Communication and New Media*

NB All classes are for 15 credits with 150 notational hours

Enhancement modules

- a. Enhancement modules
 - English 102: Composition II
 - English 204: Business/Professional Communication
 - Computer Science 101: Digital Literacy
 - History 120: The Modern World
 - Mathematics 100: Mathematics for Decision Making
 - Philosophy 101: Introduction to Philosophy and Critical Reasoning
 - Politics 101: Contemporary Politics
 - Psychology 101: Introduction to Psychology
- b. Additional enhancement modules include (but are not limited to) the following:
 - English 101 Composition I
 - Nutrition 130 Fundamentals of Human Nutrition
 - Economics 101 Introduction to Macroeconomics
 - Anthropology 101 Introduction to Anthropology
 - Philosophy 203 Ethics
 - Sociology 101 Contemporary Society
 - Ecology 110 Ecological Principles
 - Computer Science 108 Digital Tools for the Humanities

LEVEL 4
English 101
History 120
Politics 101
Philosophy 101
Computer Science 101
Math 100
Economics 101 or 102
English 102
English 120 Introduction to Literature
Biology 101 or Ecology 110 or Nutrition

LEVEL 4
English 203
English 224- Post World War II British and American Drama

English 250-Advanced Writing and Professional Communication
Comm 215- Foundations of Contemporary Media
Comm 219- Introduction to Film Studies
English 210 Creative Writing/Major Elective
Computer Science 108- Digital Tools for the Humanities
Anthropology 101 or Sociology 101 or Psychology 101
Free Elective
Major Elective
Comm 270- Digital Content and Story-Telling

LEVEL 5
English 230-British Literature and Culture
English Hum 246- American Literature and Culture
Philosophy 203

Free Elective
Major Elective

Comm 315- Intercultural Understanding and Communication
Marketing 200/Marketing 214/Soc Sc.215
Comm 233- Introduction to Journalism
Comm 327- Research Methods and Practice
Major Elective

LEVEL 6
English 390- Senior Thesis I
English 320-The Other in Literature and Media
Comm 317-Communicating through New Media
Free elective
Major Elective

English 395- Senior Thesis II
Comm 227- Media Theory
Comm 345- Media Ethics in the Digital Age
Free Elective
Major Elective

PROGRAMME OF STUDY AND INTENDED LEARNING OUTCOMES PER PATHWAY LANGUAGE AND LITERATURE

Programme structure and learning outcomes

Enhancement modules

These modules ensure that students receive a well-rounded, skills-based education and may also include modules that enhance knowledge and skills in their subject area. Employers look for candidates who can analyze information, collaborate and adapt. The Enhancement modules equip students with highly desirable skills that maximize their learning experience and enhance both personal and professional growth, preparing them to navigate an ever-changing world. As part of their co-curricular studies, students are expected to master foundational skills that:

- **Develop Critical Skills**
The Enhancement module build essential skills like critical thinking, communication, problem-solving, and analytical reasoning.
- **Encourage Interdisciplinary Thinking**
By taking modules in sciences, humanities, and social sciences, students learn how different fields connect, making them more adaptable and innovative thinkers.
- **Boost Career Readiness**
Employers look for well-rounded candidates who can analyze information, collaborate, and adapt—skills reinforced through general education modules.
- **Promote Lifelong Learning**
These modules expose students to new subjects they might not have explored otherwise, helping them become more curious and engaged learners.

Enhancement modules

Enhancement modules

- Politics 101: Contemporary Politics
- History 120: The Modern World
- English 102: Composition II
- Computer Science 101: Digital Literacy
- English 204: Business/Professional Communication
- Mathematics 100: Mathematics for Decision Making
- Philosophy 101: Introduction to Philosophy and Critical Reasoning
- Psychology 101: Introduction to Psychology

Additional enhancement modules include (but are not limited to) the following:

- English 101 Composition I
- Nutrition 130 Fundamentals of Human Nutrition
- Music 120 Traditional and Contemporary Greek Music
- Art 120 Art Appreciation: Principles of Design
- Philosophy 203 Ethics
- Sociology 101 Contemporary Society
- Ecology 110 Ecological Principles
- Art 130 Introduction to Photography, from the analog to digital era
- Computer Science 108 Digital Tools for the Humanities

<u>Programme Structure – Enhancement modules</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
English 102: Composition II	15			N/A for all	Fall
Philosophy 101: Introduction to Philosophy and Critical Reasoning	7,5 15				Fall
Politics 101: Contemporary Politics	15				Spring
Computer Science 101: Digital Literacy	15				Spring
English 204: Business/Professional Communication	7,5 15				Fall
Psychology 101: Introduction to Psychology	7,5 15				Fall
	15				Spring

<u>Programme Structure – Enhancement modules</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Mathematics 100: Mathematics for Decision Making History 120: The Modern World	7,5 15				Spring

Intended learning outcomes for Enhancement modules are listed below:

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: A1 an awareness of foundational concepts, key theories, and terminology in relevant subject areas (including mathematics, digital technologies, humanities, and social sciences). A2 an understanding of how people think, learn and behave, and how societies organize and govern themselves.	<u>Learning and teaching strategy</u> Engage students in close reading, class discussions and group work; utilize a variety of audiovisual resources (videos, films, new media, websites). <u>Assessment methods</u> Written exams and quizzes on core subject matter. Short-answer or essay assignments evaluating conceptual understanding. Reading comprehension tests.
3B. Cognitive Skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Upon completion of the level, students will be able to: B1 Interpret information, data and arguments critically, drawing on both quantitative and qualitative reasoning. B2 Evaluate different perspectives, theories, or solutions and make informed judgements.	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups <u>Assessment methods</u> • Analytical essays and case study write-ups. • Comparative reviews of scholarly texts. • Structured debates or panel discussions.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: C1 skills to assess and use a basic set of digital tools (e.g., word processing, spreadsheets, research databases) for academic, research, or professional projects.	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the School. <u>Assessment methods</u> • Computer-based assignments, simulations, or projects. • Oral presentations and role-play scenarios.

C2 skills to follow discipline-specific procedures (e.g., mathematical modeling, experimental methods, information retrieval) and apply them in practical contexts. C3 an ability to produce well-organized, professional-quality communications (written, oral, visual).	• Business communications such as memos, reports, or emails.
<u>3D. Key/transferable skills</u>	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will be able to: D1. Plan and review study plans while collaborating effectively in diverse teams, showing adaptability and interpersonal communication. D2. Comprehend and communicate ideas clearly in both writing and speaking, tailoring language for academic, professional, and interdisciplinary audiences. D3. Demonstrate an understanding of the role of professional bodies and lifelong learning strategies, self-reflection, and adaptability to new challenges.	<u>Learning and teaching strategy</u> Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> • Group projects and/or peer evaluations. • Reflective journals and portfolios documenting skill development. • Presentations targeting diverse audiences. • Feedback from team-based activities or collaborative assignments.

Major elective level 4 (one of the following is required):

- English 221: Short Fiction
- English 275: Sociolinguistics: Introduction to Language and Society
- English 220: Introduction to Twentieth Century Poetry and Drama
- Comm 127: Communication, Culture and Society
- His 201: Women in Modern Times
- Soc Sc 210: Introduction to Global Studies and Human Geographies
- Comm 215: Foundations of Contemporary Media
- Comm 219: Introduction to Film Studies
- Comm 270: Digital Content and Storytelling

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
English 120- Introduction to Literature	105	Major Elective	15	N/A	TBC
English 235- Introduction to Literary Theories and Criticism					
English 273- Introduction to Linguistics					
English 210- Creative Writing					
English 224- Post World War II British and American Drama					
English 250-Advanced Writing and Professional Communication					
English 299: Teaching Approaches and Methods Past and Present					

Intended learning outcomes at Level 4 are listed below:

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

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Ability to discover and synthesize information and diverse evidence in texts; B2 Ability to read closely and critically; B3 Ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing; B4 Ability to recognise and utilise the expressive resources of language	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u> Short definition responses, presentations, quizzes, tests, short essays, close reading activities, exams, creative and/or multimedia projects, research/term papers, long essays.

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

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

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
English 230- British Literature and Culture	90	Major Elective	30	N/A	TBC
Eng/Hum 246-American Literature and Culture		Major Elective			
English 274- Applied Linguistics in Teaching Theory and Practice					
English 325- Pedagogical foundations in Second Language Acquisition					
English 268: Women and Literature					
Comm 327- Research Methods and Practice					

Major electives level 5 (two of the following are required):

- CS 206: Web Development
- English 292: Literature, Art and Culture in language education
- English 284: Literature through Performance
- English 350: Semiotics and Discourse Analysis: Writing for Social Change
- Hum 221: History on Film/Film on History
- Comm 217: Media in Transition

- CS 206: Web Development
- CS 306: Advanced Web Development
- Comm 315: Intercultural Understanding and Communication
- Comm 233: Introduction to Journalism

Or one of the marketing electives:

- Marketing 200 Public Relations
- Marketing 214 Advertising
- Soc sc 215 Studies in Media and Contemporary Society

Intended learning outcomes at Level 5 are listed below:

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 A wide knowledge of the subject and an ability to deploy a conceptual grasp of its central concerns in literature and language practices; A2 Awareness of how diverse social and cultural contexts affect styles and codes of communication in British and American literature; A3 Familiarity with contemporary debates/developments and methodologies in the field of English and Cultural Studies while recognising and challenging roots and Western biases of our own perception;	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials, individual research in library and web-based databases, student participation in research, guest lectures, visits to professional settings (i.e. media agencies, language schools). <u>Assessment methods</u> Critical and persuasive written work, with research components phased in progressively in a variety of formats building from level 4. Interviews, questionnaires, advanced multimedia assessments, blogs, podcasts, lesson plans, teaching practicum.

A4 A self-reflective awareness of the critical, theoretical, linguistic and pedagogical concepts and terminology and how these inform research;	
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Ability to apply their understanding of critical, analytic and creative approaches to produce knowledge; B2 competence in the appropriate choice, synthesis and use of material according to theories and concepts; B3 Independent and self-reflective critical judgement; B4 Fluent and effective communication of ideas, sophisticated writing ability, and an understanding of writing as a process.	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, independent reading of academic/specialized texts, individual research. <u>Assessment methods</u> Short responses, presentations, tests, long essays, book/film reviews, exams, projects, research papers, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources.	<u>Learning and teaching strategy</u>

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

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

3D. Key/transferable skills	
D4	Ability to collate, critically evaluate and understand a variety of research material within and beyond academic literature

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
English 259-Postcolonial Literature	90	Major Elective	30	N/A	TBC
English 320-The Other in Literature and Media		Major Elective			
English 340-Comparative Literature					
English 380- The Business of Literature					
English 390- Senior Thesis I					
English 395- Senior Thesis II					

Major electives level 6 (two of the following are required):

- English 370: Literature and Film
- English 310: Design and Evaluation of Teaching and Assessment Materials
- Mkt 324: E-Marketing
- CS 219: Video Game Design with Unity and 3ds Max
- Practicum 300
- Comm 317: Communicating Through New Media
- Comm 327: Media Theory

- Comm 345: Media Ethics in the digital age

Intended learning outcomes at Level 6 are listed below:

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

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

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Aptitude to engage in critical analysis, whether of texts, fields of knowledge, concepts or cultural or production practices, including the ability to contextualize the analysis and engage in critical debates through discursive argument. C2 Ability to deliver original work (e.g. long essays, senior thesis) based on thorough knowledge of the state of the art, data harnessed through empirical research, and providing a comparative/critical perspective.	<u>Learning and teaching strategy</u> Extensive engagement with individual and group projects, continuous engagement in events organized by the University (career week, workshops on thesis writing, seminars with professionals in the field of English and the Media, events, etc.). <u>Assessment methods</u>

3C. Practical and professional skills	
C3 Familiarity with various research methodologies, and ability to conduct independent research and organize relevant information to formulate an appropriate written argument or response.	Multimedia presentations, web based research and projects, case studies, research and report writing. Advanced seminars and guest lectures, extracurricular placement in internships and volunteerships.
C4 Ability to locate, understand, and apply the research ethical codes produced by relevant subject associations, and understand and comply with the ethical standards appropriate to research in their field of interest.	

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

SUGGESTED PROGRAMME OF STUDIES

PATHWAY LANGUAGE AND LITERATURE

Enhancement Modules

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Politics 101: Contemporary Politics	15			N/A for all	Fall
History 120: The Modern World	7,5 15				Spring
English 102: Composition II	15				Fall
Computer Science 101: Digital Literacy	15				Spring
English 204: Business/Professional Communication	15				Spring
	15				Fall

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Mathematics 100: Mathematics for Decision Making	15				Spring
Philosophy 101: Introduction to Philosophy and Critical Reasoning					Fall
Psychology 101: Introduction to Psychology	15				

Additional enhancement modules include (but are not limited to) the following:

- English 101 Composition I
- Nutrition 130 Fundamentals of Human Nutrition
- Economics 101 Introduction to Macroeconomics
- Anthropology 101 Introduction to Anthropology
- Philosophy 203 Ethics
- Sociology 101 Contemporary Society
- Ecology 110 Ecological Principles
- Computer Science 108 Digital Tools for the Humanities

LEVEL 4

English 101
History 120
Politics 101
Philosophy 101
Computer Science 101
Math 100
Economics 101 or 102
English 102
English 120 Introduction to Literature
Biology 101 or Ecology 110 or Nutrition

LEVEL 4
English 203
English 224- Post World War II British and American Drama
English 235- Introduction to Literary Theories and Criticism

English 273-Introduction to Linguistics
Computer Science 108- Digital Tools for the Humanities
Anthropology 101 or Sociology 101 or Psychology 101
English 210- Creative Writing
Major Elective
English 250-Advanced Writing and Professional Communication
English 299- Teaching Approaches and Methods Past and Present

LEVEL 5
English 230-British Literature and Culture
English Hum 246- American Literature and Culture
English 274- Applied Linguistics in Theory and Practice
Philosophy 203
Free Elective
English 268-Women and Literature

English 325- Pedagogical Foundations in Second Language Acquisition
Major Elective
Comm 327- Research Methods and Practice
Major Elective

LEVEL 6
English 390-Senior Thesis I
English 320- The Other in Literature and Media
English 380- The Business of Literature
Free elective
Major Elective

English 395-Senior Thesis II
English 259-Postcolonial Literature
English 340-Comparative Literature
Free Elective

Major Elective

Optional Validated modules – For Both Pathways

LEVEL 4

English 221 Short Fiction

English 275 Sociolinguistics: Introduction to Language and Society

English 220 Introduction to Twentieth Century Poetry and Drama

Comm 127 Communication, Culture and Society

His 201 Women in Modern Times (Pol &IR)

Soc Sc 210 Introduction to Global Studies and Human Geographies (Pol &IR)

CS 206 Web Development (BC)

LEVEL 5

English 292 Literature, Art and Culture in language education

English 284 Literature through Performance

English 350: Semiotics and Discourse Analysis: Writing for Social Change

Hum 221 History on Film/Film on History (Pol &IR)

Comm 217 Media in Transition

CS 306 Advanced Web Development (BC)

LEVEL 6

English 370 Literature and Film

English 310 Design and Evaluation of Teaching and Assessment Materials

~~Placement 300~~ **Practicum 300**

Mkt 324 E-Marketing (B)

CS 219 Video Game Design with Unity and 3ds Max (BC)

English majors can also satisfy the Optional Module Requirement by taking a validated Required Module on the appropriate level from the English Pathway other than their own.

CURRICULUM MAP COMMUNICATION AND NEW MEDIA

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

Level	Study module/unit	A	A2					B 1	B 2	B 3							C 1	C 2	C 3					D 1	D 2	D 3		
	Politics 101	x	x					x	x								x	x	x					x	x	x		
	CS 101	x															x	x	x					x	x	x		

Credited Enhancement modules	History 120	x	x					x	x							x	x	x				x	x	x		
	English 102	x						x									x	x				x	x	x		
	English 204	x	x					x									x	x				x	x			
	Math 100	x	x													x	x	x				x	x	x		
	Philosophy 101	x	x					x	x								x	x				x	x	x		
	Psychology 101	x	x					x									x	x				x	x	x		

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	English 120: Introduction to Literature	x	x	x		x	x	x			x				x		x
	English 224: Post World War II British and American Drama	x	x		x	x	x			x	x		x		x		x
	English 250: Advanced Writing and Professional Communication		x			x		x			x		x		x	x	x
	English 210: Creative Writing		x		x			x			x		x		x		x

	Comm 215: Foundations of Contemporary Media	x	x	x	x			x	x	x	x		x		x	x	x
	Comm 219: Introduction to Film Studies	x	x	x	x		x		x	x	x		x		x	x	x
	Comm 270: Digital Content and Story-Telling		x		x			x	x		x		x		x	x	x
	OPTIONAL MODULES																
	English 221: Short Fiction	x	x	x		x	x	x			x				x		x
	English 275: Sociolinguistics	x		x	x			x	x	x	x		x	x			x
	Hist 201: Women in Modern Times (Pol & IR)				x	x	x	x		x	x		x	x		x	x
	Soc Sc 210: Introduction to Global Studies and Human Geographies (Pol & IR)				x			x	x	x	x		x	x			x
	CS 206: Web Development (BC)	x							x		x	x	x	x	x	x	x
	Comm 127: Communication, Culture and Society	x		x	x		x	x	x	x	x		x	x		x	x
	English 220: Introduction to Twentieth Century Poetry and Drama	x		x	x	x	x	x	x	x	x		x				x

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	English 230: British Literature and Culture	x	x	x		x		x	x	x	x		x			x	x
	English/Hum 246: American Literature and Culture	x	x	x		x		x	x	x	x		x			x	x

	Comm 315: Intercultural Understanding and Communication	x	x	x					x	x	x	x				x	x
	Marketing 200: Public Relations (B)	x	x		x				x	x	x	x		x	x	x	
	Marketing 214: Advertising (B)	x	x		x				x	x	x	x		x	x	x	
	Soc Sc. 215: Society and Culture (Pol & IR)	x	x	x		x		x	x	x	x		x			x	x
	Comm 233: Introduction to Journalism	x	x		x		x	x	x	x	x	x	x	x	x	x	x
	Comm 327: Research Methods and Practice	x		x	x	x	x	x	x	x		x	x	x	x	x	x
	OPTIONAL MODULES																
	Hum 221: History on Film/Film on History (Pol & IR)	x	x	x		x		x	x	x	x		x			x	x
	English 292: Literature, Art and Culture in Language Education	x	x			x		x	x		x		x	x		x	x
	English 284: Literature through Performance	x	x	x				x	x		x	x	x	x		x	
	English 350: Advanced Writing/Writing for Social Change	x	x	x		x	x	x	x		x	x	x	x			x
	Comm 217: Media in Transition		x		x	x			x	x		x	x		x		x
	CS: Advanced Web Development			x					x	x	x	x	x		x	x	

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	English 320: The Other in Literature and Media	x	x	x	x	x		x	x	x	x			x			x

English 390: Senior Thesis I	x	x	x	x	x	x	x		x	x	x	x	x		x	x
English 395: Senior Thesis II	x	x	x	x	x	x	x		x	x	x	x	x		x	x
Comm 227: Media Theory	x	x	x	x	x		x	x	x	x			x	x	x	x
Comm 317: Communicating through New Media	x	x	x	x	x		x	x	x	x			x	x	x	x
Comm 345: Media Ethics in the Digital age: Challenges for the Media Industry and the Public			x	x	x		x	x	x	x		x	x	x		x
OPTIONAL MODULES																
English 310: Design and Evaluation of Teaching and Assessment materials		x	x		x		x	x	x	x	x		x		x	x
English 370: Literature and Film	x		x		x	x	x	x	x	x			x		x	
Marketing 324: E-Marketing	x				x			x				x		x	x	x
CS 219: Video Game Design with Unity and 3ds Max	x				x			x						x	x	x
Placement 300	x		x				x			x	x	x		x	x	x

CURRICULUM MAP LANGUAGE AND LITERATURE

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

Level	Study module/unit	A	A2					B 1	B 2	B 3						C 1	C 2	C 3				D 1	D 2	D 3		
	Politics 101	x	x					x	x							x	x	x				x	x	x		

[illegible]

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	English 120- Introduction to Literature	x	x	x		x	x	x			x				x		x
	English 235- Introduction to Literary Theories and Criticism	x	x	x	x		x	x		x	x		x			x	
	English 273- Introduction to Linguistics		x		x		x	x	x	x	x					x	x
	English 210- Creative Writing	x			x			x	x		x	x					x

English 224- Post World War II British and American Drama	x	x	x	x	x	x	x	x	x	x	x		x				x
English 250-Advanced Writing and Professional Communication				x			x	x		x	x	x		x	x	x	
English 299: Teaching Approaches and Methods Past and Present		x	x			x		x		x	x		x	x	x	x	
OPTIONAL MODULES																	
English 221: Short Fiction	x			x	x	x	x	x		x				x		x	
Hist 201: Women in Modern Times (Pol & IR)				x	x	x	x		x	x		x	x		x	x	
Soc Sc 210: Introduction to Global Studies and Human Geographies (Pol &IR)			x	x			x		x	x		x	x		x	x	
CS 206: Web Development (BC)				x				x		x	x		x	x	x	x	
Comm 127: Communication, Culture and Society			x	x			x	x	x	x		x	x	x	x	x	
English 275: Sociolinguistics		x	x	x		x	x	x	x	x		x			x	x	
English 220: Introduction to 20 th Century Poetry and Drama	x	x	x	x	x	x	x	x	x	x		x				x	

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	English 230: British Literature and Culture	x	x	x		x		x	x	x	x			x		x	x

Eng/Hum 246: American Literature and Culture	x	x	x		x		x	x	x	x			x		x	x
English 274: Applied Linguistics in Teaching Theory and Practice	x		x	x		x		x		x	x	x	x			
English 325: Pedagogical foundations in Second Language Acquisition	x		x	x		x		x		x	x	x		x		
English 268: Women and Literature	x	x			x		x	x		x			x			x
Comm 327: Research Methods and Practice			x	x	x	x	x	x	x	x	x	x	x		x	x
OPTIONAL MODULES																
Hum 221 : History on Film/Film on History (Pol &IR)			x		x		x	x	x	x			x		x	x
English 292 : Literature, Art and Culture in language education	x	x		x	x			x		x	x	x	x		x	x
English 284: Literature through Performance	x	x	x		x			x		x	x	x	x		x	
English 350: Advanced Writing/Writing for Social Change	x		x	x	x	x	x	x	x	x			x		x	x
Comm 217: Media in Transition			x	x	x		x		x		x	x	x	x		
CS 306: Advanced Web Development (BC)			x					x	x	x	x	x		x	x	

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

MODULE SPECIFICATIONS

1. Factual information			
Module title	COMPUTER SCIENCE 101 – Digital Literacy	Level 3	Enhancement
Module tutor	Dr. Victoratos	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			

The module serves as an introductory course to digital literacy, both on a theoretical and a practical level. The course focuses on general purpose computing and collaborative office productivity, networks and the Internet, data / information management and social media.

The module reflects the liberal arts focus of AAU, one that intends to produce capable, skilled and informed graduates who will be successful both professionally and also as citizens of the society.

Under the umbrella of Computer Science, students are exposed to:

- computer architecture and security basics
- networking and communication
- fundamental principles of operating systems architecture, organization and human-computer interaction,
- office automation and productivity tools
- cloud computing and collaboration
- information management, social media and professional practices,

Of key importance is concurrently learning to identify and exploit utilize them for everyday business tasks.

On a practical level, students learn how to use:

- Operating Systems (proprietary and FOSS) and collaborative cloud-based office productivity software;
- how to publish and present their work using computing and mobile / smart devices and the internet;
- how to use web 2.0 tools for content creation and delivery (collaborative wikis, blogs, newsgroups, social media platforms);
- how to create and manage their personal digital identity;
- how to organize and process data;
- how to search for and critically evaluate information which is available on the world wide web and scientific literature databases;
- how to plan collaborative projects using modern web-based tools.

Students are also exposed to technical writing, collaborative information- and communication-supported projects, as well as effective public speaking skills and methodologies.

3. Aims of the module

The CS101 module aims to build the competencies required for active participation in an information-driven society and workforce. This includes knowledge, skills and behaviors involving the effective use of digital devices such as smartphones, tablets, laptops, and desktop PCs for communication, expression, collaboration and advocacy. Both theoretical and practical skills will be developed, including analytical skills, critical judgment of quality, availability and reliability of information, reading and understanding charts, task planning and time organization, data processing and presentation, as well as facilitation of telecommunication. Ultimately, the module aims at instructing students to become autonomous, sophisticated computer users, advancing beyond basic computing skills.

4. Pre-requisite modules or specified entry requirements

It is expected that participating students are already familiar in using digital devices such as personal computers, smartphones, tablets, laptops, etc, have already had some exposure to either the Android / iOS, or MS Windows operating systems, as well as some experience with the basics of office productivity software.

Indicative content

- Introduction to computer science, Computer architecture and security basics, Networks and the Internet (week 1, 2)
- The Microsoft Windows / and GNU Linux operating systems, file management and organization (week 2, 3)
- Word processing and collaborative reviewing of large documents: Microsoft Word (weeks 3, 4)
- Technical writing, scientific literature databases, publication impact metrics (week 4)
- Review and midterm examination (week 5)

	– Final Projects Assignment (week 5)
	– Spreadsheet data management and visualization: Microsoft Excel (weeks 6, 7)
	– Optimizing public presentation impact: Microsoft PowerPoint (week 7, 8)
	– Collaborative cloud-based office automation, online cloud docs, spreadsheets, calendars, forms and file sharing (week 9, 10)
	– Cloud Computing, collaborative cloud-based tools, wikis, blogs, web content creation and delivery (week 10, 11)
	– Review for final examination, project presentations (week 11)
Final examination (week 12)	

1. Factual information			
Module title	English 102 Composition Writing II	Level 3	Enhancement
Module tutor	Dr. Filio Chasioti	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

2. Rationale for the module and its links with other modules
English 102 is designed to further critical reading and writing whilst emphasizing critical inquiry and research. In the first part of the course, students engage in reflective writing, conduct primary research and learn how to produce research-based writing in formats appropriate to content, purpose, genre and audience. Working as researchers, class members will locate, read, evaluate, analyze, and synthesize appropriate sources as they develop and refine their research projects. To this end, research is emphasized as the path of inquiry not just information that comes from the library but also through observations, interviews and personal experience. In the second half of the course, students will be introduced to the mode of argumentation and argumentative strategies whilst demonstrating critical thinking and logical reasoning. In this part of the course, students are encouraged to take a stance on issues of public concern, so as to begin to view themselves as engaged citizens.
3. Aims of the module
Students in English 102 will develop writing and critical thinking abilities requisite to planning, elaborating and completing research papers. By the end of the course, students will be able to identify valid issues for research purposes and employ research methods to locate and record accurate, valid information relevant to an academic research project. In addition to developing common academic writing practices such as summarizing and paraphrasing, students will be able to judge the value of information including distinguishing between primary and secondary sources.
4. Pre-requisite modules or specified entry requirements
NA
Indicative content
English 102 is designed to improve academic writing and extend critical thinking skills developed in English 101. Students are requested to work as researchers and learn how to create logical arguments and write persuasively about an issue not only for their class members, but also for audiences beyond the classroom setting. It is assumed that all students will invest substantial time on self-study and language improvement. Course readings/sample research projects are provided to generate topics and to study as models for structure and style in composition.

1. Factual information			
Module title	ENGLISH 204 Business/Professional Communication	Level 3	Enhancement
Module tutor	Dr. Ian Kehoe	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This is a required module for all students. Students are given the opportunity to acquire essential professional communication skills, both oral and written in order for them to communicate effectively in their major field of study as well as preparing them for communication in the business world.			
3. Aims of the module			
This module aims to help students with professional writing and oral communication skills, guiding them through the principles of business and professional communication. Basic principles of email writing in various forms (e.g. to persuade, to complain, to instruct) as well as focus on business reports and proposals are covered. Students are encouraged to participate in class activities in order which further their spoken language abilities as well as to present an individual oral presentation on a subject of their choice.			
4. Pre-requisite modules or specified entry requirements			
English 102			
Indicative content			
The module focuses on professional reading writing and speaking skills and provides instruction in drafting and revising various forms of business and professional communication such as emails, proposals and reports. Through class discussions and other oral activities, students will have the opportunity to enhance their public speaking skills. The course covers all fundamental principles of professional writing, including a focus on appropriate grammar, mechanics and usage. Module readings/samples of professional writing are provided to generate topics and to study as models for structure and style in professional writing.			

1. Factual information			
Module title	History 120: The Modern World	Level 3	Enhancement
Module tutor	Dr. Christos Aliprantis	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This Module is part of the Humanities and Fine Arts Enhancement Requirements required for all students. It introduces students to major global historical developments from the 16 th century to the present, allowing them to acquire a broad understanding of the shaping of the modern world.			
3. Aims of the module			
This course sets out to explore and investigate a wide range of developments relating to modern global history. The course begins in the 1500s with the growing interaction among the world's peoples, and concludes in the early twenty-first century with today's highly integrated, but also uneven and divided world. In the main, we will consider the contributions of various individuals, societies, cultures, and communities to what is a seemingly endless flow of 'stories' and narratives. We will focus on an array of topics and themes such as: social change and revolution; patterns of cultural development and cross-cultural exchange; intellectual thought and systems of knowledge; forms of political organization and the politics of power; aspects of economic relations and technological advances; as well as issues related to war, justice, and peace. In order to constructively engage with such material this course will embrace a cross-disciplinary approach, embracing a range of domains from the social sciences and humanities. Alongside analyses of written texts, we will also consider various visual forms and media including photography, film, documentary, painting/sculpture, and architecture in order to locate different perspectives and responses to what constitutes the global historical experience.			
4. Pre-requisite modules or specified entry requirements			
No			
Indicative content			
8. Indicative content. <u>week 1</u> Change in history: how is the contemporary world different from the one 500 years ago? Columbus and the "discovery" of the Americas. Slavery in the New World. <u>week 2</u>			

The fall of the Byzantine Empire, and the rise of the Ottoman Empire. Muslims, Christians, and Jews in the Ottoman Empire
The Reformation and Counter-Reformation in Europe. The Thirty Years War (1618-48) and the birth of the modern states system

week 3

The Age of Absolutism. The Scientific Revolution and the Enlightenment. 18th century Europe and the French Revolution (I)
The French revolution (II). Napoleon; and the Napoleonic wars. The Congress of Vienna (1815) (I)

week 4

The Industrial Revolution. Europe and the World in the Age of Revolutions (1815-1848)
The Congress of Vienna (1815) (II); Europe and the World in the Age of Revolutions and Empires (1815-1914) **(deadline to submit writing assignment; by Sunday, 23:59)**

week 5

“New Imperialism” and colonialism in Africa and Asia
Interstate rivalries in Europe, 1870-1914; the First World War (1914-18)

week 6

The “Greater War” (1918-23); peace at the end of WWI (1918-19); **1st short in-class test**

week 7

The Russian Revolution of 1917; the rise of communism; and the Russian civil war
Europe and the world in the interwar era: the “roaring ‘20s”; and the rise of totalitarianism: Fascism; Nazism; Stalinism

Week 8

The Second World War and its origins; genocide; and the Holocaust
The postwar world: The origins of the Cold War in Europe and the world

Week 9

Decolonization and the Cold War in the Third World
Postwar culture in the West: Sex, drugs and rock’n’roll; socialist societies (1950s-1980s)

Week 10

The late phase and end of the Cold War; global (dis)order in the 1990s and after 9/11
Class presentations

Week 11

Class presentations
Course overview and revision; **2nd short in-class test**

1. Factual information			
Module title	Math 100 Mathematics For Decision Making	Level 3	Enhancement
Module tutor	Dr. Kanakoglou	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
The rationale of this module is to introduce students to selected areas of mathematics in familiar settings, with the goal of developing conceptual and problem-solving skills. The course includes a study of mathematical concepts selected from statistics, graph theory, planning and scheduling techniques, probability, and other. The main objective of this course is to demonstrate that good decision-making techniques can be based on mathematical concepts. This course will develop the capacity to engage in logical thinking and to read critically the technical information with which our contemporary society abounds.			
3. Aims of the module			
The course aims to equip students with the quantitative reasoning, analytical thinking, and problem-solving skills necessary to make decisions in real-world contexts. By applying mathematical concepts such as probability, statistics and optimization, students will learn how to analyze data and develop strategic solutions to complex problems.			
4. Pre-requisite modules or specified entry requirements			
It is expected that participating students are already familiar with University math. The course requires basic math techniques. No prerequisite modules are needed.			
Indicative content			
– Part I: Descriptive Statistics • Exploring Data Distributions • Exploring Data Relationships – Part II: Graph Theory			

- Urban Services
- Business Efficiency
- Planning and Scheduling
- **Part III: Probability – The Mathematics of Chance**
 - Set Theory
 - Counting principles Probability

1. Factual information			
Module title	PHILOSOPHY 101- Introduction To Philosophy And Critical Thinking	Level 3	Enhancement
Module tutor	Dr. David Wisner Dr. Vasiliki Vergouli	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
The rationale of this module is to equip the students with the ability to see the fundamental questions that motivate the different disciplines in both social and positive sciences.			
3. Aims of the module			
The purpose of this module is to introduce students to the essential questions of philosophy and the varied ways in which philosophers have posed and answered these questions. They will be familiarized with asking questions about the fundamental dimensions of being and reality; questioning aspects of existence that we take for granted, While the course focused on the Western philosophical traditions, the class also introduces the ideas from the non-Western traditions such as Hinduism and Buddhism.			
4. Pre-requisite modules or specified entry requirements			
N/A			
Indicative content			

- 1. Introduction: What is philosophy? Subfields of philosophy. Open and closed questions.
- 2. Epistemology: How is knowledge possible? Belief, science and truth. The Skeptic's challenge.
- 3. Mind and Body: How are they related? Can computers think?
- 4. Self: What is the self? Consciousness and the subconscious. The question of personal identity.
- 5. Freedom and determinism: To what extent are we free? Reasons and causes.
- 6. God: Arguments for and against God's existence.
- 7. Essence and existence. Objective values and relativism.
- 8. The meaning of life.

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1. Factual information			
Module title	POLITICS 101 Contemporary politics	Level 3	Enhancement
Module tutor	Dr. Pavlos Koktsidis	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
The purpose of this module is to help students discard the negative baggage they carry with them instinctively about politics in order to examine somewhat more objectively the main issues and branches of the academic discipline commonly called political science.			
3. Aims of the module			

Politics is one of the richest fields of human inquiry, made all the more essential in that just about everything we do in this life can be interpreted to have a political sense. This course is concerned with contemporary politics on two distinct levels. First, it deals with those activities and issues of importance to anyone who is a member of a modern liberal democratic polity -- rights and responsibilities, voting and political participation, power, authority, and legitimacy, ideology and culture -- in short, political socialization and citizenship. Second, it examines how polities govern themselves and relate with other polities, through a study of the branches of government, of political parties and interest groups, and of different actors in international relations.

4. Pre-requisite modules or specified entry requirements

No

Indicative content

The course begins by recapitulating the work, methods and subfields of political science, major political ideologies, the concept of political culture, political communication and the processes of political socialization. The Course then moves on to consider the parameters of political participation, the individual and the citizen in the political process, to the understanding of political groups (interest groups, political parties) as well as international politics and conflict resolution. It then considers lawmaking and the division of power, government at work, executives and bureaucrats, public policy and policy formation and the notion of justice and legal cultures. It finally discusses different types of local, regional, provincial and federal governments, international government, the contemporary international system as well as political and economic globalisation and the prospects for global democracy.

Indicative readings from the textbook (see below):

Chapter 1 Politics, Setting the stage, pages 7-21

Chapter 3 The modern State, pages 65-77

Chapter 8 Political Culture and Political Socialization, pages 198-209

Chapter 11 Political Parties, pages 263-273

Chapter 12 Interest groups, pages 295-303

Chapter 14 Parliamentary government pages 327-339

Chapter 15 Presidential government pages 350-363

And readings uploaded on Moodle.

1. 1. Factual information

Module title	PSY 101: Introduction to Psychology	Level 3	Enhancement
Module tutor	Dr. Kristi Poppi	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

2. Rationale for the module and its links with other modules

This is a required introductory level for both psychology and non-psychology majors.

3. Aims of the module

This module aims at providing a comprehensive introduction to the essential principles of the academic discipline of psychology by addressing such important topics as the history and evolution of psychology, biological basis of behaviour, memory and intelligence, personality, mental disorders and treatment, stress, coping and health and finally research methods and ethics in psychology. For each of the above topics the major theoretical approaches, research findings, and historical and contemporary trends in the science of psychology will be presented and explained. Students are encouraged to assess the contribution and applicability of psychological research to daily life through class discussions, presentations and written assignments.

4. Pre-requisite modules or specified entry requirements

N/A

Indicative content

- Introduction to the science of Psychology
- Psychology Research
- Biology and Behavior-The Brain
- Developmental psychology
- Sensation, perception, consciousness
- Learning & memory

- Decision Making I Cognition, Language, & Intelligence
- Emotion & Motivation Culture
- Social psychology
- Personality
- Psychological Measurement
- Psychological Disorders & Therapies
- Psychological Health Positive Psychology
- Other areas of Psychology Current and future issues in Psychology

Factual information

Module title	English 120 Introduction to Literature	Level	4
Module tutor	Dr. Filio Chasioti	Credit value	15
Module type	lectures, discussion	Notional learning hours	150

Rationale for the module and its links with other modules

This is a required module for all English majors and a General Education Requirement (to be chosen among 3) for all AAU students in which they have the opportunity to acquire basic knowledge and understanding of the field of literature. The module serves as the basis for more advanced literature modules such as English 230, English 268, English 259 and others.

Aims of the module

The purpose of this module is to introduce students to the literary genres of poetry, drama and short fiction prose, 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 critical approaches as part of an attempt to become better readers and a more critical audience, thus providing a broad literary basis for ensuing theoretical and critical discussions (see English 235). Finally, the module will also cultivate students' creative skills, thus enhancing their overall writing abilities and helping them become more conscious writers.

Indicative content.

Through a close study of both classic and contemporary works in the selected literary genres, students gain valuable experience in discussing, analysing and writing about literature using a critical discourse appropriate to each genre. 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, 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, 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 *Four Weddings and a Funeral*, Whitman in *The Dead Poets' Society*) or short documentaries from YouTube or Open Culture that provide an accessible introduction to the texts. Students are also encouraged to do creative assignments that will allow them to better grasp authorial choices and reflect on their own personal engagement.

Module title	English 210- Creative Writing
Module tutor	Dr. Zoe Charalambous Dr. Filio Chasioti

Level	4
Credit hours	15
Notional Learning Hours	150

Rationale for the module and its links with other modules

This is a module designed for students of all disciplines wishing to enhance their knowledge and understanding of creative writing. The module extends ways of viewing creative writing linking itself with literature and digital content modules, psychology and business through its three-part structure exploration of types of writing, going against the usual canonical way of teaching creative writing too. The module explores creative writing as viewed through its relation with literature, through a shift of self and as an object of research. The module's pedagogy is based on creative writing pedagogy research conducted at the Institute of Education, UCL.

Aims of the module

The purpose of this module is to introduce students to basic ways of understanding and practising creative writing linked to literary critique, to self-development and finally to business writing, for example writing for advertising. The first part of the module aims to provide students with basic modes of creative writing introducing students to fiction and poetry. The second part of the module touches upon the more auto-biographical aspects of writing within one's writing. The third part objectifies the process of writing asking students to practise writing to order for an audience.

Indicative content.

Through the reading of essays about writing, creative writing studies papers and creative and reflective writing, the module will aim to introduce students to writing for an audience. This audience, depending on the target genre, will vary from “self” to “reader” or “customer.” The module will begin by introducing the field of creative writing through key debates that will help relate to their own practice of writing. It will start with the “practice of poetry” – asking students to explore the Other they respond to when they write, including both experimental, free creative writing exercises and studying the form of basic forms of poetry such as terza rima, the sonnet, villanelle, sestina. This move between “free” and more structured writing will contribute to the students’ exploration of their own writing style subtly going against the usual canonical manner of teaching creative writing. As they read and write in these different modes students will also benefit from reflecting across what they write and read throughout the course.

The second part of the module named the practice of fiction will introduce students to basic narrative techniques and categories in fiction in combination with reading essays about writing fiction. Along with experimental writing and reflection about it, students will practise specific fiction genres in an attempt to explore and discover their own writing pathways.

The final part of the module will consider how creative writing might be translated in the context of advertising, marketing and business text and what “effective” copy means. The aim in this part is to help students gain a basic understanding of the rules in copywriting.

The module will be interactive in the form of workshops, including writing sessions, interactive discussions, lectures and self-reflection.

Module title	English 220: Introduction to Twentieth Century Poetry and Drama
Module tutor	Faculty Member
Level	4

Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, activities

Rationale for the module and its links with other modules

This is an elective module for English majors and a free elective for all AAU 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.

Aims of the module

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.

Indicative content

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 evaluate their effects. Relevant points of comparison between both genres (poetry/drama) will be explored throughout the course.

- One part of the module is concerned with poetry and introduces 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 may include Maya Angelou, ee cummings, Carol Ann Duffy, T. S. Eliot, Robert Frost, Seamus Heaney, Langston Hughes, Mary Oliver and Sylvia Plath. The following topics will be addressed: what is poetry? the elements of poetry; twentieth century critical approaches; Modernism; the significance of historical and cultural contexts when responding to a text; writing about poetry.
- In the other part of the module, three plays will be studied – “Death of a Salesman” by Arthur Miller; “Waiting for Godot” by Samuel Beckett; 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: Alex Segal’s “Death of a Salesman”; the Beckett on Film production of “Waiting for Godot”; “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; the avant-garde; Post WWII American drama; Theatre of the Absurd; the “New Wave” – British theatre post 1950’s; the elements of performance; transforming a written text into a performance.

Module title	English 221 Short Fiction	Level	4
Module tutor	Faculty Member	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

This is an English Level 4 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 while concurrently examining one particular genre in depth.

Aims of the module

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.

Indicative content.

This module focuses on the critical appreciation of novellas within the context of the traditions and innovations typical of this genre, and with respect to the standard elements of prose fiction in both theory and practice. Through the in-depth study of seminal short novel practitioners such as Herman Melville, Henry James, James Joyce, 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, students will overview the genre of the novella, examining its origin and discussing its literary classification and evolution; study the implications of diverse narrative choices within each text and across texts; analyze why the novella is considered a suitable genre for the study of fictional character; consider the central role of communities in novellas, both as a technique and as a theme; identify and evaluate the presence of recurrent novella

themes, and 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, readings will be supplemented with their film adaptations (for example, the adaptation of Joyce's "The Dead" in John Huston's 1987 film *Dubliners* and Gabriel Garcia Marquez's *The Incredible and Sad Tale of Innocent Eréndira and her Heartless Grandmother* in Ruy Guerra's 1983 film *Eréndira*). As in all literature modules, class discussions will be informed by literary theories and critical debates.

Module title	English 224: Post World War II British and American Drama
Module tutor	Fiona Cornes Dr. Filio Chasioti
Level	4
Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, activities

Rationale for the module and its links with other modules

This is a required module for English majors (and a free elective for all AAU students), which introduces them to the work of British and American playwrights from the period after the second world war up until the start of the 21st Century. It relates to the basic literature module, English 120, and is the basis for more advanced modules such as English 230, English/Humanities 246 and English 284.

Aims of the module

The module aims to introduce students to the systematic study of different kinds of drama from a specific period; to enhance their capacity to understand and think analytically about dramaturgy; to recognise the importance of the conventions of drama 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 synergy between dramatic texts and developments in theatrical practice, and how each informs and shapes the other.

Indicative content

This module will expose students to Post World War II British and American drama through the consideration of selected play texts that represent major thematic and stylistic concerns of the period up until the start of the 21st Century. Students will reflect upon the directions taken by dramatists in Britain and America after the second world war and some of the social, political and cultural factors that influenced developments in drama, theatre and performance, learning how to critically analyse the components of dramaturgy and to evaluate their effects. While the primary focus of the course will be upon the play texts, which will be explored through careful close reading, attention will also be given to the context within which the works were created and the often profound influence of theatre practitioners and other innovators with regard to acting, staging practices and performance during this period. Where possible live and/or recorded performances of the plays under consideration will be viewed and critically discussed.

Topics to be addressed include: how do we define drama, theatre and performance? the elements of dramaturgy; the reaction against Naturalism; the avant-garde; Brecht and Epic Theatre; Theatre of the Absurd; the "New Wave" – British theatre post-1950's; Postmodernism; the elements of performance; transforming a written text into a performance.

Module title	English 230 British Literature and Culture	Office #C 2	
Module tutor	Dr. Filio Chasioti Dr. Emily Bakola		

email	fchasiot@act.edu	2310 398 229	
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Rationale for the module and its links with other modules

This is a standard survey module that guides students to the study of British literature in a more historical and culturally contextual fashion following their exposure to the literary genres in English 120 and English 224. It is designed to complement English Hum 246: American Literature and Culture, where the American literary production is selectively examined.

Aims of the module

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 British literature since the age of Chaucer within each cultural frame. While the focus of the module is primarily on so-called canonical writers and texts, class discussions and overarching critical perspectives look beyond such classifications.

Indicative content.

The module will analyze contextually the works of key 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 historical and cultural overview of each era will introduce the texts studied as needed.

- General Introduction

- Chaucer and introduction to “The Canterbury Tales”
- Chaucer, “The Miller’s Prologue and Tale”
- The 16th century
- 16th century sonnets: Sir Philip Sidney, from *Astrophil and Stella*, a selection of sonnets
- William Shakespeare, a selection of sonnets
- Metaphysical poetry: John Donne, “The Flea”, “The Good-Morrow”, Andrew Marvell, “To His Coy Mistress”
- John Milton *Paradise Lost*, general introduction
- *Paradise Lost* Book 1 and Book 9, excerpts
- Jonathan Swift, “A Modest Proposal”
- Romantic Poetry
- William Wordsworth, from *Preface to Lyrical Ballads*, “Lines”
- Samuel Taylor Coleridge, “The Eolian Harp”
- John Keats, “Ode on a Grecian Urn”, “Ode to a Nightingale”
- 20th century
- Poetry of the first World War (general): Rupert Brooke, “The Soldier”, Siegfried Sassoon, “They”, “Glory of Women”, Wilfred Owen, “Dulce et Decorum Est”, “Futility”
- William Butler Yeats, “Sailing to Byzantium”
- T. S. Eliot (general), “The Waste Land”
- Virginia Woolf, “The Legacy”, “Three Pictures”
- Katherine Mansfield, “Miss Brill”, “The Singing Lesson”

Module title	English 235-Introduction to Literary Theories and Criticism	Level	4
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Module tutor	Dr. Emily Bakola	Credit value	15
Module Type	Taught	Notional Learning Hours	150

Rationale for the module and its links with other modules

An introductory survey of major contributions to literary theory and criticism, focusing especially on text and textuality, and especially the social, cultural and political aspects of textual interpretation. The module is designed to give students the theoretical background to better comprehend the material elaborated in the other courses. It is designed to address the central concerns in contemporary literary and cultural theory, for 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.

Aims of the module

This module will provide students with a basic theoretical background in literary and critical 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. More specifically, students will be able to define both literary theory and literary criticism and explain the emergence of these two fields as a discipline of study; display a comparative understanding of the theories; be able to apply theories to literary texts; learn how to analyze a literary text according to a given approach; become active participants and be able to make some personal sense of the theories and criticisms.

Indicative content.

The course readings will comprise of a **combination of theoretical and literary texts** for each of the following sections:

- Structuralism
- Post-structuralism and deconstruction
- Postmodernism
- Psychoanalytic criticism
- Feminist criticism
- Lesbian/gay criticism
- Marxist criticism
- New historicism and cultural materialism
- Postcolonial criticism
- Narratology

Module title	English 250- Advanced Writing and Professional Communication	Level	4
Module tutor	Dr. Emily Bakola Dr. Ian Kehoe	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

This module focuses on professional written and oral communication skills, relevant for a variety of professional settings. As a level 4 module required for English, Psychology and International Relations majors, it provides the groundwork for the practical aspects of later modules in all three fields, especially in terms of using persuasive language for professional writing: journalistic, marketing, political and executive among others. Finally, it addresses oral means of professional communication, specifically, public speaking, debate, dialogue, team work and negotiation.

Aims of the module

The purpose of this module is to provide instruction and practice in the skills and strategies necessary to produce effective written and oral communication skills 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.

Indicative content.

Writing skills are needed in the world of business and professional communication and will be developed through class work by creating arguments, utilizing sources critically, and planning writing.

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.

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.

Module title	English 259: Postcolonial Literature
Module tutor	Fiona Cornes Dr. Emily Bakola
Level	6
Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, activities

Rationale for the module and its links with other modules

This is an required module for English majors in the Language and Literature pathway (and a free elective for all AAU students), which introduces students to the consideration of literature (prose fiction/non-fiction, drama and poetry) from the standpoint of Postcolonial Studies and its key concepts, theory and debates. The course builds upon prior relevant knowledge from other courses (English 120, English 230 & English/Humanities 246), and relates most specifically to English 340 (Comparative Literature).

Aims of the module

The module approaches contemporary literature by anglophone writers from different parts of the world as an index both of distinct cultures and of cultural interaction and/or imposition, examining the ways in which the repercussions of imperialism

and colonisation can be traced in these works. Employing the concepts and theory of postcolonial studies and literature, students engage in close reading of selected works in order to determine how major thematic and stylistic concerns are reflective of diverse intellectual and cultural realities. As a critical reading and writing course, it will offer students the opportunity to develop a deeper awareness of the impact of social, political, economic, and cultural contexts on human creativity, types and styles of interaction, and perspectives.

Indicative content			
Contemporary literary texts from around the world (originally written in English), which respond to the cultural, political and social issues raised by imperialism, colonialism and post-colonialism, are the focus of this module. Students are introduced to the field of Postcolonial Studies, its key concepts, theory and debates, and reflect upon the insights afforded by this area into the texts considered. Writers such as Chinua Achebe, Ama Ata Aidoo, Tsitsi Dangarembga, Anita Desai, Jamaica Kincaid, Hanif Kureishi, Andrea Levy, Michael Ondaatje, Arundhati Roy, Wole Soyinka, Ngugi wa Thiong'o and Derek Walcott, allow for the exploration of diverse issues through their works. Topics to be addressed on the course include: What do we mean by Postcolonial Studies? Orientalism; countering imperialist discourse; the notion of the self and identity; ambivalence; the conception of the "other"; history and the meta-narrative; language and "Decolonising the mind"; resistance; hybridity; mapping and the role of boundaries.			
Module title	English 268 Women and Literature	Level	5
Module tutor	Dr. Filio Chasioti Dr. Emily Bakola	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

This is a Level 5 English module that provides students the opportunity to study a selection of literary texts by women writers primarily 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 AAU.

Aims of the module

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 while moving beyond the canon.

Indicative content.

A chronological survey study of 19th and 20th century (and a brief taste of the 21st) women 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 a segment of the evolution of women's literature during this time period. We will look into the importance of education, cultural norms, biases and conventions as well as the role of politics as shaping forces in these writers' works and we will critically examine the various forms and formats these discussions take in primarily Western, Anglophone works. 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 multi-layered

“Goblin Market” to Charlotte Bronte’s madwoman in the attic and Jean Rhys’s attempted vindication of Mr Rochester’s first wife in *Wide Sargasso Sea* (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) and new voices (Adichie, Evaristo). 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 and more diverse discussions (given the complexity and openness of the field), certain texts are examined through selected excerpts and/or by visual means.

Module title	English 273- Introduction to Linguistics	Notional Learning Hours	150
Module tutor	Nicola Kondoyiannis – Zannis Dr. E. Dimitris Kitis	Credit value	15
Module type	Taught	Module level	4

Rationale for the module and its links with other modules

This is a required module for all English majors in the Language and Literature Pathway and a foundation module for subsequent language, linguistics and communication modules.

Aims of the module

The module ***Introduction to Linguistics*** offers a selective overview of linguistic studies from various branches, such as anthropological linguistics, cognitive linguistics, functional linguistics, formal linguistics, psycholinguistics, and first language acquisition. Students gain an insight into 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

Aims of the module

individual and socially constructed meanings, and an orthographic system for developing literacy. As the course progresses, students consider the global, social, and personal meanings of language.

Indicative content

Students are introduced to the fundamental concepts related to language, including Morphology, Lexicon, Syntax and Meaning. Students also acquire a better understanding of how the mind and brain work in an Introduction to Psycholinguistics. Finally, the different theories of First Language Acquisition and the stages of First Language Acquisition are investigated and subsequently analyzed.

Module title	English 274- Applied Linguistics in Teaching Theory and Practice	Notional Learning Hours	150
Module tutor	Nicola Kondoyiannis – Zannis Dr. E. Dimitris Kitis	Credit value	15
Course type	Taught	Module level	5

Rationale for the module and its links with other modules

A required module for all English majors in the Language and Literature Pathway and a foundation module for subsequent language, linguistics and communication modules.

Aims of the module

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.

This module aims to introduce and analyze the fundamental principles and techniques of Teaching English as a Foreign Language. Students are challenged 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 and assessments enable students to demonstrate the knowledge they have acquired and their ability to apply their learning in a real teaching context.

Pre-requisite modules or specified entry requirements

English 273 An Introduction to Linguistics, English 299 Teaching Approaches and Methods: Past and Present

Indicative content

The module includes a general view of applied linguistics in relation to TESL/TEFL. Students have the opportunity to learn about current theories of language learning and their applications. A study of current teaching approaches and teaching practices such as task-based, project-based learning and student-centered techniques are covered. Topics such as classroom management, the role of the teacher, teaching receptive and productive skills, teaching grammar and vocabulary are introduced and explored with the aim of applying this knowledge to lesson plan design.

Module title	English 275- Introduction to Sociolinguistics	Notional Learning Hours	150
Module tutor	Nicola Kondoyiannis – Zannis Dr. E. Dimitris Kitis	Credit value	15

Module type	Taught	Module level	4
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Rationale for the module and its links with other modules

This module follows English 273 (Introduction to Linguistics) as an elective module in the field for all English majors. It links with other language-related and general communication modules, taken by English majors in both pathways.

Aims of the module

The module explores the general framework for understanding how speech communities use language to express socio-culturally significant meanings and investigates the particular linguistic styles conventionally used by social groups and subgroups. Participants are challenged to examine their attitudes towards language and how it is used in society and culture as well as exploring how dialects/varieties arise and how languages change over time.

Pre-requisite modules or specified entry requirements

English 273: An Introduction to Linguistics

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.

Module title	English 284: Literature through Performance
Module tutor	Faculty Member
Level	5
Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, workshop activities, performances

Rationale for the module and its links with other modules

This is an elective module for English majors and a free elective for all AAU students, which encourages recognition and appreciation of the symbiotic relationship between artistic disciplines. Through a focus upon elements of theatre and performance (conventions, skills and traditions) and their practical application with regard to selected literary works (including, but not limited to, dramatic texts), students will gain significant insights into how the medium of performance

opens out new possibilities for the comprehension of text. It relates to the basic literature module, English 120, and complements more advanced literature modules.

Aims of the module

The module aims to facilitate the development of a nuanced understanding of both literary and performance conventions and how they contribute to the creation of meaning. Students will strengthen their critical understanding of literary conventions; become acquainted with diverse performance conventions, skills and traditions, and their practical application; gain firsthand experience of the ways in which the distinctive features of a literary text can be rendered into a performance and the factors that need consideration; develop their communication skills in a variety of contexts; and evolve into more responsive, sensitive and reflective readers and audiences.

Pre-requisite courses or specified entry requirements

English 120

Indicative content

This module focuses upon the way in which the practical application of specific performance conventions, skills and traditions to literary works opens up exciting new avenues with respect to the understanding and interpretation of these texts. Through a critical exploration of selected classic and contemporary works - drawn from drama, the novel and/or short story and poetry - and their performative potential, students will strengthen their understanding of both literary and performance conventions, becoming more appreciative of the synergy between the two.

Students will be introduced to elements of performance (the performer and their use of verbal/non-verbal expression, the role of space and time, the significance of production aspects) through practical workshop activities, readings and discussions, initially focusing upon the interpretation of dramatic text before moving to a consideration of other text types such as prose

fiction and poetry (literature studied may include works by William Shakespeare, Lorraine Hansberry, Wendy Wasserstein, Charlotte Bronte, William Blake, Carol Ann Duffy, Italo Calvino, Kate Chopin).

As the module progresses, students will also become familiar with different performance traditions (comedy & tragedy in Ancient Greek/Roman & Renaissance Theatre; Pantomime; Melodrama; Realism/Naturalism; Epic Theatre; Theatre of the Absurd; Forum Theatre; Community Theatre; Improvisation; Physical Theatre; Devising) and practitioners (such as Shakespeare, Stanislavski, Artaud, Bausch, Brecht, Brook, Boal, Grotowski, Littlewood, Spolin, Frantic Assembly), both through their own performance work and through viewing and critically discussing live/recorded performances.

Module title	English 292-Literature, Culture and Art in EFL teaching	Level	5
Module tutor	Faculty Member	Credit value	15
Module type	Taught	Notional learning hours	150 hours

Rationale for the module and its links with other modules

This is a Major Elective module for students studying English at AAU in the English Language and Literature concentration. This Level 5 module will focus on how literature, culture and the arts can be used as pedagogical tools employed in the educational process, and more specifically in the teaching of English as a foreign language (EFL). The specific module relates specifically to language modules taught and draws from the fields of literature and art.

Aims of the module

This module aims to examine and put emphasis on how literature, culture and the arts can be applied in the teaching of English as a foreign language (EFL). Students will gain insight into modern theories of language teaching and experiment with learner-centred educational methods, which will inspire them to make their own teaching more creative and multicultural. Literature, culture and the arts will be used as pedagogical tools which will help students in their own teaching skills. The module will be interactive since students will be engaged in various creative activities, using literary texts, poems, films, music and the arts in the EFL class. Students will also be given the opportunity to do some classroom observation and acquire some first-hand experience of an inclusive EFL lesson. Towards the end of the module, students will implement everything that have learnt and experienced by creating their own, authentic and creative lesson plans and presenting them through microteaching to their class.

Pre-requisite modules or specified entry requirements

English 120

Indicative content

The students will be exposed to various teaching situations and their attention will be drawn to the design of creative and more art-based lesson plans and teaching materials. In the specific module, students will discover that Literature, arts, culture and language are not isolated fields but they can be huge assets in the EFL teaching process. Students will gain insight into modern theories of language, as well as poststructuralist approaches to the arts and literature, and experiment on learner-based, creative and experiential educational methods. In every class students' will be called to actively engage in a variety of creative activities, games and improvisations related with the use of fiction, poetry, drama, film, music in an EFL teaching environment.

Module title	English 299 Teaching Approaches and Methods: Past and Present	Notional Hours	150
Module tutor	Nicola Kondoyiannis — Zannis Dr. E. Dimitris Kitis	Credit value	15

Module type	Taught	Module level	4
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Rationale for the module and its links with other modules

This is a required module for all English majors in the Language and Literature Pathway and a foundation module for subsequent language and linguistics modules.

Aims of the module

The module explores the past and current theories of language teaching methodology. Students gain an insight into the major and minor trends in twentieth-century language teaching as well as investigating alternative approaches and methods. Additionally, current communicative approaches are examined along with the post-methods era.

Pre-requisite modules or specified entry requirements

English 273 An Introduction to Linguistics

Indicative content

In this module students are introduced to the various approaches and methods involved in the field of language teaching alongside developing a clear understanding of basic ELT terminology. Students gain an understanding of the basic theoretical background behind the teaching and learning of languages.

Therefore, for each approach and method the following aspects are examined and discussed: 1) Theory of Language and Theory of Language Learning, 2) syllabus model, 3) types of learning tasks and teaching activities, 4) roles of learners, 5) roles of teachers, 6) role of instructional materials.

Module title	English 310- Design and Evaluation of teaching and assessment materials	Level	6
Module tutor	Faculty Member	Credit value	15
Module type	Taught	Notional learning hours	150 hours

Rationale for the module and its links with other modules

This is a Major Elective module for students studying English at AAU in the English Language and Literature pathway. This Level 6 module has a dual focus: a) to review and enhance students' knowledge of the main principles of language evaluation and testing and b) to raise awareness of the mechanics of designing teaching and assessment materials. The specific module relates specifically to English 274- Applied Linguistics and other teaching modules.

Aims of the module

This module aims to develop and enhance students' existing knowledge of the theoretical and practical approaches to materials evaluation and development. Students will increase their critical awareness of approaches and methodologies in a range of EFL contexts and gain further insight in critically evaluating teaching and assessment materials. They will also be given the ability to critically reflect on their own beliefs about teaching and learning, and develop their expertise in the creation of inclusive teaching materials at different levels and for different age groups. During the module, students will be able to synthesize all of the above, and create their own teaching and assessment materials. There will also be 2 visits to real classroom settings at the Anatolia schools during which students will have the opportunity to observe and evaluate teaching and assessment materials, while in the

last two weeks of classes students will devise their own materials and implement them through microteaching to their co-students.

Pre-requisite modules or specified entry requirements

English 274- Applied Linguistics

Indicative content

The students will be exposed to various teaching situations and their attention will be drawn to the design and evaluation of teaching and assessment materials. Through guided observation and independent research, prospective teachers are expected to gain awareness of effective teaching and evaluation methods so that they will be able to implement them in their future practice. Throughout the module, the need for reflective teaching will be highlighted and the ways in which this can be achieved will be considered. By the end of the module, students should be able to: a) approach teaching situations critically b) consider a number of teaching options regarding EFL materials, instructions, explanations, lesson planning, testing, assessment and feedback.

Module title	English 320 The Other in Literature and Media
Module tutor	Dr. Emily Bakola Dr. Filio Chasioti
Level	6
Credit value	15

Notional learning hours	150
Module type	lectures, discussions, activities

Rationale for the module and its links with other modules

The concept of “the Other” is a complex one, and it is hard to pinpoint exactly what it means. The Other has been a very common figure in literature as well as media, especially television and film. This module will focus, in an interdisciplinary fashion, on the various portrayals of “otherness” as they appear in diverse socio-historical contexts and from diverse points of view. Students will be exposed to a wide variety of written and visual texts and critically explore how Otherness has been imagined and portrayed in terms of gender, social class, race, sexual orientation, ethnicity and religion. Students will be encouraged to interrogate culturally dominant assumptions regarding “otherness” as well as read canonical texts against the grain, with a special focus on Western constructions of the “Other”. As such, the module with other literature modules, such as English 259, Postcolonial World Literature and English 268, Women and Literature. It is a required module for both pathways.

Aims of the module

- analyze the underlying ideological and cultural assumptions in works of Western literature and visual culture
- understand the historical and political contexts of literature and visual texts
- identify significant narrative and figurative literary strategies as well as strategies in visual media
- navigate through critical engagement with theoretical texts
- improve their writing and analytical skills
- develop further their own critical voice.

Indicative content

The content focuses on seminal texts on Western formations of “otherness” in literature and visual media. Students are introduced to diverse constructions of otherness regarding race, gender, class, sexual orientation and religion, as well as the ideological forces that produced such texts. Since the Other is not necessarily a numerical minority, the focus will remain on the Other perceived as different in kind, as lacking in some essential trait or traits that a dominant social group possesses. Writers such as Fitzgerald, Salinger, Morrison, Camus, Kafka, Duras, Shelley, Kureishi, Rushdie and Foucault will provide the literary basis of the exploration of otherness; directors such as Scorsese, Kubrick, and Fellini will allow the exploration of otherness in visual narratives.

Topics to be addressed on the module include: What do we mean by Otherness? How can we see it as parts of a larger imperialist discourse? How is the notion of the self and identity constructed by those in power?

Module title	English 325 Second Language Acquisition	Level	5
Module tutor	Julie Carter Dr. E. Dimitris Kitis	Credit value	15
Module type	taught	Notional learning hours	150 hours
Mode of Delivery	Lectures, workshops		

Rationale for the module and its links with other modules

This is a required module for students studying English at AAU 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.

Aims of the module

This module aims to review general linguistic theory, explore aspects of morphology, phonology, semantics and syntax, theories of 1st and 2nd language acquisition, L1 interference in L2 acquisition, language universals, error analysis, language variations and disorders, sociolinguistics, bilingualism, and application of theory to 2nd language teaching methodology.

Pre-requisite modules or specified entry requirements

English 273 –Introduction to Linguistics

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.

Module title	English 340 Comparative Literature	Level	6
Module tutor	Dr. Emily Bakola Faculty member	Credit value	15
Module type	Taught	Notional learning hours	150

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 programme.

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.

Pre-requisite modules or specified entry requirements
English 120

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 identity 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.

Module title	English 350: Advanced Writing for Social Change	Level	5
Module tutor	Faculty Member	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

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 module addresses a variety of social issues such as class, gender, sexuality or race, that are sites of struggle for social change. 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 their writing to meet the needs of the audience. The module links with both literature and media modules as a Major Elective.

Aims of the module

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. Social change is addressed through a variety of topics such as gender, class, race, ethnicity, sexuality etc. 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.

Indicative content

The module is developed around two components: a theoretical and a methodological. In order for the students to understand the power of language they will both engage in writing, and in analysing texts drawing from various strands in discourse analysis. Through this process they will come to understand that there is no such thing as a neutral vantage point; language is always permeated by ideology. Some topics that will be discussed under this lens are class, race, gender, sexuality, orientalism, globalisation.

Module title	English 370 Literature & Film	Level	6
Module tutor	Faculty Member	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

English 370 is a major 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.

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?

Indicative content.

The study of the theoretical frameworks regarding conspiratorial narratives and paranoia is closely examined alongside with 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 key literary movements that inform the literature studied will be thoroughly employed.

Module title	English 380: The Business of Literature	Level	6
Module tutor	Dr. Filio Chasioti Faculty member	Credit value	15
Module type	Taught & project	Notional Learning Hours	150

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 offers 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. It links with all literature modules and marketing electives.

Aims of the module

The module will introduce students to contemporary 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 in the context of a

given socioeconomic reality. In doing so, students will sharpen their intellectual and critical skills and become alert to the interdependence of various fields which are traditionally considered separately. In addition, they will address and challenge underpinning canonical practices and biases.

Pre-requisite modules or specified entry requirements

English 120

Indicative content.

The module focuses on the socioeconomic issues pertaining to the production and consumption of literature. Writers whose work and career are revealing of the topics addressed in the course (see below) can be approached as case studies. More specifically, for the historical segment of the module, topics addressed will include:

- from production to consumption: the publishing circuit
- advertising literature
- types of media and reviewing practices
- book prizes
- establishing and challenging literary canons
- the evolution of literary trends
- gender and reader attitudes

For the practical segment, depending on particular student interest, research options will include:

- interviews with publishers
- interviews with readers: how we choose the books we read
- 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
- the book field as a career field

Module title **English 390 Senior Thesis I**

Level

6

Module tutor	General Thesis Supervisor: Dr. Filio Chasioti	Credit value	15
Module type	Research project + training sessions	Notional Hours	150

Rationale for the module and its links with other modules

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.

Aims of the module

The module aims to:

- 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

Indicative content.

Kinds of research questions. Moving from a topic to a question to a working hypothesis. Reflecting on choices. Kinds of sources. Searching for and processing of sources. Using tables and figures. Citation and quotation practices. Writing a literature review.

Indicative content.
Planning arguments. Writing an abstract and outline. Compiling a scholarly bibliography, partly annotated. Reflecting on and justifying all the above.

Module title	English 395- Senior Thesis II	Level	6
Module tutor	General Thesis Supervisor: Dr. Filio Chasioti Senior Thesis Supervisors (various faculty)	Credit value	15
Module type	Research project + training sessions+ presentation	Notional learning hours	150

Rationale for the module and its links with other modules
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.

Aims of the Thesis module
The module aims to: ▪ 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 and write critically through different perspectives on a given issue ▪ Advance students' ability to articulate analytical, sustained and properly justified arguments

Aims of the Thesis module
▪ Encourage the growth of independent and reflexive thinking ▪ Generate coherent, optimally original body of work

Pre-requisite modules or specified entry requirements
English 390
Indicative content.
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.

Module title	Eng/Hum 246 American Literature and Culture	Level	5
Module tutor	Dr. Joseph Michael Gratale	Credit value	15
Module type	Taught, lecture and discussion	Notional learning hours	150

Rationale for the module and its links with other modules
This is a third year module (Level 5) for students studying English and Political Science and International Relations. It is an elective for PSIR students and a required module for English students. In this module, students will have the opportunity to explore key texts in American literature and encounter selected aspects of American cultural-social history from the mid-

nineteenth century to the present. It links specifically with English 230, British Literature and Culture and other literature modules.

Aims of the module

This module aims to provide students with insights into contemporary American literature, culture and society through an examination of selected literary texts and non-fictional sources which reflect the socio-cultural contexts of particular 'moments' in America's historical trajectory. Students will be exposed to a variety of texts from different fields including: literature, the visual arts, political/historical essays/commentaries, and music.

Indicative content.

To provide an overview of socio-cultural / historical developments of the USA; the role of literature, culture and cultural theory; analysis of various cultural texts; thematic study of selected themes: identity, the Native American experience, ethnicity, immigration, religion, the American city, African-Americans, regional identifications, gender and sexuality, media/youth culture, America and Empire, the USA and cultural globalization, and 'Americanization' as globalization.

1. Romanticism and Transcendentalism (1835 -1870)
2. Realism and Naturalism (1870 - 1914)
3. Modern Period (1915 - 1945)
4. Postmodern / Contemporary Period (1946 - present)

Module title	Comm 127 - Communication, Culture and Society	Credit value	15
Module tutor	Faculty Member Level 4		
Module type	In-class delivery, lectures, discussion	Notional Learning Hours	150

Rationale for the module and its links with other modules

The module is an elective for all BA Hons English students. It can serve to provide a 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. The module is linked with modules such as COMM 215: Foundations of Contemporary Media, COMM 219: Film Studies, COMM 233: Introduction to Journalism, COMM 227: Media Theory, COMM 317: Communicating through New Media, and COMM 345: Media Ethics in the Digital Age.

Aims of the module

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.

Indicative content.

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.

Module title	Comm 215 - Foundations of Contemporary Media	Level	4
Module tutor	Dr. E. Dimitris Kitis	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

The module serves as the main gateway to the Communication and New Media pathway by offering an overview of the foundations of mass communication, and the technological and social dynamics that have shaped their evolution. It focuses on the fundamental socio-historical development in the media, both at the level of their role as industrial and cultural institutions, and in the light of the ethical and legal terms of their operation. 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. It is also concerned with how changes in communication technology interrelate with the changing roles and fortunes of media industries and media audiences/users. The module is meant as an introduction to media studies and is linked with courses such as COMM 219: Film Studies, COMM 233: Introduction to Journalism, COMM 227: Media Theory, COMM 317: Communicating through New Media, and COMM 345: Media Ethics in the Digital Age.

Aims of the module

The module aims to acquaint students with the foundations of mass communication and the technological and social dynamics that have shaped their evolution. The course will help students gain a better understanding of the evolving media landscape, the role of media industries, the effects of technological breakthroughs, and the ethical, political, and legal debates related to the media.

Indicative content.

Topics for study may include:

the history of mass communication;

the institutions, social effects, and business workings of the media;

the development of mass literacy and mass communication;

roles and functions of communication;

various forms of media and their operations across time and various platforms;

ethics, conventions, and rules that regulate and control the media;

exploration of the characteristics of digital media, including interactivity, hypermedia, immersion, and storytelling.

Module title	Comm 217 - Media in Transition	Level	5
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Module tutor	Faculty Member	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

The module serves as an elective 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. The module part of the core components in the media and communications pathway, and is linked with modules such as COMM 215: Foundations of Contemporary Media, COMM 219: Film Studies, COMM 233: Introduction to Journalism, COMM 227: Media Theory, COMM 317: Communicating through New Media, and COMM 345: Media Ethics in the Digital Age.

Aims of the module

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 organization/ 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 socialized media.

Indicative content.

Topics for study may include: Milestones in the history of media. Printing: the first media industry. Gaming and new media. 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 globalization. Digital media and media convergence. Copyright battles then and now. Media law and media ethics.

Module title	Comm 219 Introduction to Film Studies	Level	4
Module tutor	Dr. Andreas Anestis Dr. Emily Bakola	Credit value	15
Module type	lectures, discussion	Notional learning hours	150

Rationale for the module and its links with other modules

This is a required module for English majors in the Communication and Media pathway and a Major Elective for Language and Literature majors. It is also available as a free elective to all degree-seeking and visiting students. As a form of communication, it links with all media and communication modules.

Aims of the module

The purpose of this module is to introduce students to the study of the cinematic experience from the perspective of those who create films and those who consume them.

Students are expected to gain insight into all the stages of filmmaking, from developing the script, to visualizing their stories, organizing and executing the film production, and editing their images and sounds into a final audiovisual product, while discussing abstract questions of history, philosophy, and art. In order to complete their introduction to psychocinematics, students work with the science behind cinematic arts, and investigate the question: “Do we all “see” the same story on screen, and, if not, what makes our responses different?”

The module will also cultivate students’ creative skills, thus enhancing their overall script writing, directing, visualizing, video editing and sound mixing abilities.

Indicative content.

The course focuses on a multidimensional approach to cinematic art, especially in the era of digital media, providing a field for active engagement and cooperation between students through a variety of applications. The students will have the chance to:

- a. deepen in the fundamental elements of the film art (characters, plot structure, image and sound aesthetics, digital image formation, editing and sound-designing) and the way they interact to construct the cinematic reality.
- b. practice in digital film production techniques related to screenwriting, directing, editing, sound recording and mixing, etc.
- c. combine the above with the rich theoretical background of film history and film theory.

The course will also offer the students a chance to explore a plethora of different key concepts related to the construction of the final audio-visual product and its perception. Physics of light and sound, optics, physiology and psychology of vision, communication, and audience studies will be among them.

Module title	Comm 227: Media Theory	Level	6
Module tutor	Dr. Eva Malinaki	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

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 215- Foundations of Contemporary Media, 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). It links with modules such as COMM 219: Film Studies, Comm 233: Introduction to Journalism, Comm 227: Media Theory, Comm 317: Communicating through New Media, and Comm 345: Media Ethics in the Digital Age.

Aims of the module

The objective of this module is to familiarize 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.

Pre-requisite modules or specified entry requirements

Comm 215: Foundations of Contemporary Media

Indicative content.

This module provides a thorough and critical introduction to the key theories of media studies by bringing together different schools of media theory, and examining in depth the ideas of key media theorists such as Lasswell, McLuhan, Hall, Williams, Barthes, Adorno, Baudrillard and Bourdieu. Students are expected to gain an overview of these key approaches to the media, and to 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, and gain a clearer view of the 'big picture' of media theory. Topics we will study include: history and contexts of media theory; mass media, mass society and modernity; theories of media effects and audiences, theories of ideology, meaning and representation; reception and active audience; cultural studies.

Module title	Comm 233- Introduction to Journalism	Level	5
Module tutor	Yannis Kotsifos Dr. Eva Malinaki	Credit value	15
Module type	Lectures & Lab	Notional learning hours	150

Rationale for the module and its links with other modules

This is a required module which, building upon the module Comm 215-Foundation of Contemporary Media and linking with Comm 317- Communicating Through New Media. It 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.

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 ways to tell a story.

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, as well as 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. Guest speakers may include journalists who will address specialized areas of journalism. Students will visit actual newsrooms to familiarize themselves with the work of different media platforms.

Module title	Comm 270 – Digital Content and Storytelling	Level	4
Module tutor	Thomas Mikroulis Dr. Ian Kehoe	Credit value	15

Module type	lectures, case studies, discussion, workshops	Notional learning hours	150
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Rationale for the module and its links with other modules

This is a Level 4 Communication and New Media required module for English majors and an elective for all AAU students in which they have the opportunity to acquire basic knowledge and understanding on storytelling and creating content on digital media. It links with Marketing modules offered and modules focusing on other communication media, such as film and creative writing.

Aims of the module

This module explores the world of online content and storytelling through a variety of digital and social media. Students gain insight into the uses and strengths of each medium –from Facebook and TikTok to blogs and podcasts-, as they learn to convey their messages through appropriate channels. Using selected case studies and best practices and via hands-on workshops, they will work together to identify common mistakes made in the digital world today, while realizing the endless possibilities it offers in order for them to reach their audience in the most impactful way. Applying the rules of storytelling, students will familiarize themselves with developing content for the various platforms and realizing the potential each piece of content holds, however small it might initially appear.

Indicative content

Sourcing relevant contemporary literature regarding the use of storytelling in 21st century media and the digital world, and by discussing selected case studies across the field, learners will familiarize themselves with its elements and the craft behind producing impactful stories. They will learn to process texts, writings and copy by working collaboratively or individually in order to produce content that fits longer or shorter format styles based on each medium's unique characteristics. The module explores newer media formats of storytelling such as podcasting and social audio that will see learners analyzing and discussing how to develop their ideas in innovative ways, and even delves into machine learning and AI in content creation. Successful advertising campaigns, dos and don'ts from published digital content and guidelines will also be included in lectures to highlight best practices in social media and how to effectively communicate a message to your target audience.

Module title	Communication 315 Intercultural Understanding and Communication		
Module tutor	Dr. Joseph Michael Gratale Dr. Eva Malinaki	Level	5
Module type	Taught	Credit value	15
Mode of delivery	100% face-to-face		
Notional learning hours	150 [Lectures / assigned readings / class participation, group work and discussions / summative writing assessments / class presentation]		

Rationale for the module and its links with other modules

This is a level 5 module required for Communication and New Media pathway English majors and an elective for Pol& IR. It provides students with basic knowledge on how communication practices are patterned by culture, helping them to acquire a reflexive approach to their own cultural identity and communication styles. This module relates to other courses such as English 250 (Advanced Writing and Professional Communication) and various Communication and Globalization modules.

Aims of the module

This module aims to introduce students to a rounded understanding of how interactions between people from different cultural backgrounds take place and the influences that affect such processes. In today's globalized world this seems to be central to our existence as increased cross-cultural contact and exchange has become the norm. Drawing on case studies from diverse social and cultural contexts, we will develop knowledge and skills for more effective intercultural communication understanding and practices.

Indicative content.

What is Intercultural Communication – why do we need to know about other cultures - Key terms in the study of intercultural communication – Understanding 'culture' – frameworks for studying culture – Ethics and civic responsibility in intercultural research – The make-up of culture: identities and histories – Communicating culture: verbal and non-verbal communication – Media and cultural identities: diversity, gender, representation and cyber-identities – Intercultural communication at the workplace: conflict resolution and the role of play – Intercultural communication in multicultural societies: from intolerance and conflict to solidarity, interdependence and social responsibility – Surviving culture shock: cross-cultural adaptation and resilience.

Module title	Comm 317- Communicating Through New Media	Level	6
Module tutor	Dr. Eva Malinaki	Credit value	15
Module type	Lectures & multimedia work	Notional learning hours	150

Rationale for the module and its links with other modules

This is a required module which, building on the module COMM 215: Foundations of Contemporary Media and linking with COMM 227: Media Theory offers a broad but in-depth overview of theories about 'new' new media, as well as their impact and influence on various aspects of socio-cultural life, including consumption, cyberculture, identities, politics, technoscience and so on. This module adopts an applied approach to new media.

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 evolution of new media.

Indicative content.

This module will introduce a wide variety of topics including: how to define the characteristics of new media; social and political uses of new media and new communications; new media technologies, politics and globalisation; everyday life and new media; theories of interactivity; simulation; the new media economy; cybernetics and cyberculture; the history of automata and artificial life.

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 through the creation of their own blog, and also engaging them with individual and group assignments on topics from current affairs in mainstream and alternative new media.

Module title	Comm 327: Research Methods and Practice	Level	5
Module tutor	Dr. Eva Malinaki	Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

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 is a crossover module that links to all courses in the curriculum that require either critical understanding of or engaging in research. It is also of paramount importance to 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.

Aims of the module

The aim of the module is to familiarize students with the challenges of conducting research in social sciences and the humanities. Students will learn to collect, organize, analyze 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.

Indicative content.

This module aims at familiarising students with some core methodological approaches. It deals with topics such as: Characteristics and challenges of the research process. Development and contexts of research in social sciences and the humanities. The rationale of qualitative methods and quantitative methods, i.e. types of sampling and questionnaire design procedures, content analysis, survey research, questionnaires, focus groups, interviews, participant observation, visual sociology.

Module title	Comm 345: Media Ethics in the digital age: New challenges for the Media Industry and the public	Credit value	15
		Level	6
Module tutor	Yannis Kotsifos Faculty member		
Module type	In-class delivery, lectures	Notional learning hours	150

Rationale for the module and its links with other modules

The module introduces students to the key issues of media ethics not only as an essential tool to safeguard fair and credible News reporting, but also as an important element of the journalists' professional identity in the digital age. The new standards of the Media landscape, as set by its shifting online, challenge the traditional role of News producers and provide to the public additional opportunities to engage in the dissemination of information. Looking at ethics as the thread to connect the different stages and actors of this transition, students will familiarize themselves with the ways and the tools the Media use to respond to their societal role, to find alternative funding models to use, and to perform better in engaging diverse public while trying to face the phenomenon of disinformation.

Building on the knowledge of essential principles of journalism and the mission of the Media acquired in Comm 233 – Introduction to Journalism, this module will allow students to develop an in depth understanding of the connection between ethical reporting and the operation of Media in democratic societies.

Aims of the module

The objective of this module is to guide students through the values journalists adhere to in order to produce News in a credible and fair way. Through analyzing the principles of ethical commitment and the way they are challenged within the digital landscape, students will be introduced to the debate on how to reverse the public's distrust in News and Media. Moreover, operational elements of the Media Industry and the process of News production/consumption will be discussed within the context of well-functioning democratic societies.

Pre-requisite modules or specified entry requirements

Comm 233: Introduction to Journalism, Comm 215: Foundations of Contemporary Media

Indicative content.

The shift of News production, dissemination and consumption online challenges the very identity of journalism as profession, the operational model of the Media, and the public's engagement in the process of information flow. Starting from the fundamental ethical texts and their numerous variants, the commitment of journalists to codes of conduct will be examined not only as a requirement to produce news in a trustful way but also as a major element of the journalists' professional identity. Media Ethics will be discussed as an intercultural consensus on certain key elements that define the Media in the digital age. Issues such as new funding models, the efforts to keep a diverse audience engaged, and initiatives to use ethical tools to regulate the new Media landscape will be analysed and discussed.

Course title	PRACTICUM 300 Practicum		
Course tutor	Faculty Member	Credits	15
Course type	Practicum/Placement module	Notional Learning hours	150
Mode of delivery	Student placement & lectures/guided discussion		

Rationale for the module and its links with other modules
This is a level 6 major elective module which enables students to immerse themselves in real-life contexts, collaborate with community partners and mentors, and better understand the requirements of the community engagement and professional work, where relevant. There is a focus on reflexivity, problem-solving, communication skills development, critical thinking and writing.

Aims of the course
The module aims to offer students experiential and service-learning experiences which bring together knowledge acquired in various modules in their field of academic studies its applications in diverse research and practice-based environments, such as the professional setting, education, not-for-profit, and the arts sector. As such, this placement module prepares students for further independent work and gives them hands-on experience of various professional fields, better equipping them for the job market.

Indicative content, learning activities and interactions

The module is a combination of classroom sessions and fieldwork / site placement. Students' projects depend on the nature of their placements. To start with, they fill in a skills and interests questionnaire, which helps to identify placements of relevance and interest out of the options available. This will be followed by interviews / informal discussions with organization staff where required.

During the first couple of weeks students will be acquainted with their placement sites and participate in a series of workshops and lectures delivered by the tutor and/or guest speakers on a variety of issues related to the practice of their subject area: from skills development (e.g. time management skills, team building, professional communication, adaptability and readiness at the workplace) to ethical issues in work, research and principles in community participation.

In the remainder of the term students will work on their placement projects. Location and schedules will be agreed jointly with their allocated mentors. The key principle underlying students' activities is the co-construction of knowledge through student-mentor-tutor collaboration. Such a participatory approach enables a shared, co-experienced understanding of the issues explored. Whilst the allocated mentors will support and guide students throughout, the latter are expected to demonstrate independent thinking, use of own initiative and responsiveness to the needs of the community / organization, so that they produce a piece of work that benefits them and falls within the aims and learning outcomes of their programme.

Further information about the placements, including ethical and academic considerations, is available on moodle / ACTivity.

6. 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 AAU and, in most cases, until graduation. The Academic Advisor helps students to plan their overall programme of studies, as well as to select courses each semester. Advisors also provide information about AAU 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.

THE LEARNING HUB

The Learning Hub strives to help students to become strong, independent learners through a variety of services. AAU'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, mathematics and science needs. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail.

7. 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.

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 AAU regularly as guest speakers in classes and events, reinforcing AAU's strong ties with companies, institutions and organizations throughout the local, national and international business environment.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every semester there is a visiting programme 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.

8. Facilities and Services

COMPUTING SERVICES & NETWORKING FACILITIES

AAU 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.

Many high-speed servers are present in the network infrastructure, along with 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 university's Science Facilities are located on the ground floor of Constantinidis Hall. The facilities include three laboratories (Biology/Ecology, Physics and Chemistry).

DINING SERVICES

The AAU Dining Hall operates under an annual renewable contract with a professional catering service.

Operating hours:

- Monday – Friday: 10:00 AM - 6:00 PM during the academic year.
- Reduced hours during the summer term.

The Dining Hall offers:

- Two or more daily meal options.
- Coffee, pies, sandwiches, salads, and beverages.
- Interested students may purchase meal cards.

HOUSING

The Housing Office assists students in finding housing in the city and surrounding areas.

A limited number of AAU-owned apartments are available for students, and interested applicants must submit a housing application.

DETERMINATION OF RESULTS

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

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.

ASSESSMENT AND PROGRESSION 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.

Academic staff must submit their marks and feedback within 3 working days from the day the assessment was submitted.

ASSESSMENT SCORES

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

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70-100	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0

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:

9. Resit, a second attempt at an assessment component following a failure at first attempt.

RESIT PROVISION

Resit provision is subject to all the following conditions:

10. The maximum number of retakes allowed in a programme leading to an Open University award is 10.
11. 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.
12. 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.
13. 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.
14. Enhancement Modules do not have a resit opportunity. If case of a failing mark, the student will need to retake the module.

9. Dissertations and projects

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

The Bissell library in its effort to complement and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all academic programmes 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.
- Subject guides 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, 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 academic programmes has streamlined the procedure of gathering all theses so as to develop in the near future an Institutional Repository.
- Last but not least, 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 not available online. They are also able to suggest books relevant to their research to the library to buy.

Support Services:

- The allocation of two Academic Liaison Librarians allows 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.

10. Other institutional policies and regulations

ACADEMIC MISCONDUCT

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.

Responsibilities

Students

Students are responsible for upholding academic integrity and reporting any instances of academic misconduct. They must familiarize themselves with the institution's Academic Misconduct Policy and adhere to it.

Faculty and Staff

Faculty and staff are responsible for preventing, detecting, and addressing academic misconduct. They are expected to educate students on academic integrity, report any suspected cases, and follow the procedures outlined in this policy.

Procedures Reporting Suspected Misconduct

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. Anyone who suspects academic misconduct must report it to the appropriate academic authority (Department Chair, Associate Deans) and provide evidence. In case of plagiarism, it should also be reported to the student electronically through the AAU's ERP system. In this way, students are immediately notified. Students may also report academic misconduct by another student to the faculty or staff member responsible for the course.

Investigation

Upon receiving a report of academic misconduct, the academic authority shall forward the case to the Academic Standards and Performance Committee (ASPC). 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.

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 to the AS&PC.

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.

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.

11. 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 University, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Associate Dean of Students and the SGA, where students present their views on the operation and development of the University. In addition, AAU may invite 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 Associate Dean of Students, who has the general overview of the procedure. Then, modules are classified according to the programme they belong to, 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 Associate Dean for Academics and the department heads, and also in the departmental meetings of all schools. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.