### AAP107: The Origins of Humanity

**20.00 Credits**  
**AUTUMN**

**Aims/Description:** What do we understand about the evolutionary history of our own species, Homo sapiens? What do the fossil and archaeological records tell us about our remote ape-like ancestors, or about the early modern human hunters and gatherers who lived in the last 200 thousand years, or those immediately after the last ice age? How and when did the earliest farming populations evolve? This module provides an introduction to these and other questions about the origins of humanity, and introduces the methods used by palaeoanthropologists and archaeologists who study fossil, archaeological, and environmental evidence to investigate the climatic and environmental conditions under which humans and our extinct ancestors lived prior to the development of farming.

**Staff Contact:** Kevin Kuykendall  
**Teaching Methods:** Lectures, Tutorials, Independent Study  
**Assessments:** Formal Exam, Course work

### AAP108: World Civilisations

**20.00 Credits**  
**SPRING**

**Aims/Description:** The popular image of archaeology is captured by the fictional Indiana Jones in his search for the lost secrets of ancient civilisations. This module explores some of the most famous early civilisations, including Mesopotamia, Egypt, and classical Greece and Rome in the Old World, and the Inca, Maya and Aztecs in the New World. Similarities and differences in the development of these civilisations are evaluated, as are the contentious roles of colonisation, diffusion, trade and world systems. The classic civilisations are placed in a wider context by looking at human cultures as diverse as Zimbabwe, the Plains Indians and Australian Aborigines. In conclusion, the module discusses the relationship between the decline of European colonialism and changing understandings of what it may have meant to be 'civilised'.

**Staff Contact:** John Bennet  
**Teaching Methods:** Lectures, Tutorials, Independent Study  
**Assessments:** Formal Exam, Course work

### AAP110: Classical World and Its Legacy

**20.00 Credits**  
**SPRING**

**Aims/Description:** Greco-Roman classical civilisation (particularly the 'high' culture of art, architecture, literature and political institutions) has long been seen as the inspiration for, and yardstick against which to judge, modern European culture. The rich and varied evidence of modern archaeology is used to explore how this high culture was supported and experienced by ordinary people. The module will consider the nature of Early Iron Age Greece and its Bronze Age background, the nature of its colonies in the Mediterranean, and the development of the Athenian Empire. The exploration of Italy will begin with the Iron Age peoples of the Italian peninsula, following on to trace the rise of Rome and her empire in the East and the West. The late Roman Empire will be examined with reference to the rise of Christianity and other eastern religions, and this will be traced through to the Early Medieval Period in Europe. The role of Islam in the formation of Europe, and the dissemination of Islamic culture, will be considered. The module will conclude by exploring the place of the Classical world in both modern Europe and the New World.

**Staff Contact:** Maureen Carroll  
**Teaching Methods:** Lectures, Tutorials, Independent Study  
**Assessments:** Formal Exam, Course work

### AAP113: Revealing the Past

**20.00 Credits**  
**SPRING**

**Aims/Description:** 'Revealing the Past' introduces the research process: planning and implementing an archaeological investigation, recovering evidence in the field using basic survey and excavation methods, recording and analysing material culture in the lab, producing a written report and disseminating the results, and assembling an archive. The majority of the contact hours are practical sessions in the field and laboratory, where students will work collaboratively on an original programme of archaeological research. Lectures provide additional guidance on the methods employed and the historical context for the research. The seminars provide support in group-working, and the preparation of final reports and posters.

**Staff Contact:** Colin Merrony  
**Teaching Methods:** Lectures, Seminars, Laboratory work, Fieldwork, Independent Study  
**Assessments:** Project work, Journal, 1500 words

### AAP115: Emerging Europe: From Storage to Stonehenge & States

**20.00 Credits**  
**AUTUMN**

**Aims/Description:** 'Emerging Europe' explores debates concerning the emergence of farming, storage-based subsistence and 'property' in southwest Asia at the end of the last Ice Age; the spread of this 'Neolithic package' to Europe; the subsequent development of European society from first farming villages to the early states and literate civilisations of Bronze Age southern Greece; and the associated developments in lithic, ceramic and metallurgical technology. The module also provides an introduction to the wide range of materials and methods that archaeologists use to study the past. The practical laboratory-based classes provide 'hands-on' experience in basic identification, observation, recording and interpretation of archaeological evidence. The lectures contextualise these practical sessions by illustrating how information generated in the laboratory contributes to the understanding of early human history.

**Staff Contact:** Paul Halstead  
**Teaching Methods:** Lectures, Laboratory work, Independent Study  
**Assessments:** Formal Exam, Lab work

### AAP116: Towards Modernity: Anthropology, Archaeology & Colonialism

**20.00 Credits**  
**AUTUMN**

**Aims/Description:** This module explores how anthropological and archaeology developed in early modern Europe, and how this development was shaped by, and mirrored, the cultural and political history of Europe, through the Renaissance, Reformation and especially European colonial expansion into other continents. Anthropology and archaeology developed to explore European encounters with the 'other' cultures of distant places and times. These disciplines have widely served to legitimise European exploitation of other continents and to promote particular groups and causes within Europe, but latterly have also critiqued such trends.

**Staff Contact:** Paul Halstead  
**Teaching Methods:** Lectures, Tutorials, Independent Study  
**Assessments:** Formal Exam, Course work
6. Descriptions of Units (Modules) of Study

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<tr>
<td>ACE0338</td>
<td>Foundation 2 HE Study Skills</td>
<td>This module is intended to support students in the development of their generic academic skills so that they are better placed to succeed in whichever disciplinary areas they choose to study at higher levels of degree work. Skills explored will include note-making, academic writing, oral and other presentation methods, group working, research, revision, and managing deadlines and heavy reading loads. It will assist students with their specific disciplinary studies and, where appropriate, with the identification of and application to appropriate courses of future study. The module emphasises techniques of self-reflection, so that learners can gain a better understanding of their own strengths and weaknesses, and be able to utilise and develop these further in the context of their specific courses of future study.</td>
<td>Seminars, Tutorials, Independent Study</td>
<td>Academic Year</td>
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<tr>
<td>ACE1112</td>
<td>Field Techniques in Archaeology</td>
<td>This module will demonstrate and explain how various techniques may be used to survey, record and sample archaeological remains in the field. The module will outline how various strategies can be used on archaeological sites to obtain a representative sample of the material left behind by past societies. Students will be introduced to various simple, scientific and technical equipment used to record and research archaeological sites and how to produce scale representations in the form of maps, plans and elevations. As this module is concerned with practical aspects of archaeological study, it involves several day-long sessions in the field. These field sessions will be augmented by weekday evening sessions outlining desk-based activities and practical theory.</td>
<td>Lectures, Fieldwork, Independent Study</td>
<td>SPRING</td>
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<tr>
<td>ACE1115</td>
<td>Individual Project in Archaeology</td>
<td>This module will enable students to undertake a supervised individual project of their own choice, but only after consultation with the Course Director. The module content will be based on knowledge obtained from other modules in archaeology presented by the Institute as part of a relevant named award programme. The module will provide supervision of an extended programme of genuine research, survey, or analysis, undertaken by the individual student. Students will be supervised by experienced tutors of archaeology in the production of their project, e.g. the selection of a suitable subject and the practicalities of data collection, analysis and final presentation.</td>
<td>Lectures, Independent Study</td>
<td>Academic Year</td>
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<tr>
<td>ACE1326</td>
<td>Writing Fiction: Short Stories</td>
<td>This creative writing module uses published stories as models as well as workshop techniques of students sharing their work-in-progress with each other. Students will be encouraged to experiment with form and content as well as practising close analysis of their own and classmate's writing. Sessions will concentrate on: narrative structure and voice; character; dialogue; atmosphere. The module will emphasise on the process of writing as well as the finished product.</td>
<td>Seminars, Tutorials, Independent Study, Assessment of Work</td>
<td>SPRING</td>
<td></td>
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<tr>
<td>ACE1451</td>
<td>Introduction to Digital Arts and Media</td>
<td>Students will study the main digital art forms of raster and vector images, audio files and animation through core technologies including Photoshop, Illustrator, InDesign, Dreamweaver, Flash and Audacity. This practical exposure is matched by a reflective approach to the ways in which technologies and media are melding into new forms as hardware innovations like e-readers, smart phones and tablets create new platforms, breaking down boundaries between e-publishing, &quot;apps&quot; creation and website authoring. These changes have radical implications for writers, illustrators, film makers, journalists and society at large, and the course will consider both the problems and opportunities for digital artists.</td>
<td>Lectures, Problem solving, Independent Study, Assessment of Work</td>
<td>SPRING</td>
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<tr>
<td>ACE1452</td>
<td>Information Handling</td>
<td>Databases are a means of organising data into a useable, structured information suitable for efficient data retrieval, and are used in many different areas today. This module introduces students to techniques of organising and processing data using databases to plan, create and interrogate information. As well as developing practical skills with databases, students also study concepts of information organisation, processing and retrieval in differing environments. This promotes understanding of database use in real-life situations in businesses and organisations, particularly in e-commerce and web-based services.</td>
<td>Lectures, Problem solving, Project work, Practical Test 1 hour</td>
<td>Academic Year</td>
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Note: Restrictions and Notes vary by module, with some modules requiring specific conditions or changes in methods and assignments.
6. Descriptions of Units (Modules) of Study

digital citizens. It includes effective and efficient use of digital information sources, critical evaluation of such information, communicating in different media, collaboration, navigation of virtual spaces, and understanding of ethical and safety issues in online social environments.

Staff Contact: Dr Verity Brack  
Restrictions: Students taking any COM programme or MGT programme are excluded  
Teaching Methods: Lectures, Tutorials, Problem solving, Independent Study  
Assessments: Course work, 1 hour 1200 words

ACE1466 Website Creation  
20.00 Credits  SPRING  
Aims/Description: In this module students learn basic HTML coding in order to create small web sites. They then progress to using authoring software to produce attractive, visually interesting and functional web pages. Students will become familiar with web authoring techniques and more advanced skills to create web pages using layout, graphics, and typography as part of an effective overall design. Modern web standards built around HTML (such as XML, XHTML and CSS), and the current design challenges facing web designers are also covered.

Staff Contact: Dr Verity Brack  
Restrictions: Students taking any COM programme or MGT programme are excluded  
Teaching Methods: Lectures, Problem solving, Independent Study  
Assessments: Course work, Practical test and coursework - 1 hr

ACE1668 Spanish Communication Skills A  
10.00 Credits  AUTUMN  
Aims/Description: This course aims at developing a good level of competence in written and spoken Spanish, with a strong emphasis on communicative exercises and the understanding and practice of grammatical structures. Translation, composition and presentations are an important part of the course. These activities are supported by the introduction of appropriate study skills. The course also provides an introduction to the study of Spanish and Latin American writing, media, culture, society and area studies. A variety of learning and reference resources like dictionaries, libraries and Internet based reference and learning materials is also explored. The focus here is on speaking, reading and writing.

Staff Contact: Dr Verity Brack  
Restrictions: Only available to students on ACEU80, ACEU100  
Teaching Methods: Seminars, Tutorials, Independent Study  
Assessments: Translation 40%, composition 45%, Presentation 15%

ACE1671 Welfare and Citizenship  
20.00 Credits  AUTUMN  
Aims/Description: This module concentrates on health, education and poverty as key topics within the welfare state and social policy. Competing theoretical perspectives within social policy are discussed: for example, collectivist, anti-collectivist and feminist. The role of the state, the market, the voluntary sector and the family as providers of welfare services are all analysed. Issues for seminar discussion might include: 'Should students pay for their own education?'; 'Should the old be cared for their families?'; 'Can we afford the welfare state?'  
Staff Contact: Darren Webb  
Teaching Methods: Lectures, Seminars, Tutorials, Independent Study  
Assessments: Course work

ACE1684 French Language Skills A  
10.00 Credits  AUTUMN  
Aims/Description: Students discuss in French issues related to French culture through exercises and communicative activities. For example: the language and culture of wine, letter writing, life in France, French on the Web, etc. Skills such as translation, essay writing, oral presentations and group discussions are introduced, also aspects of phonetics and intonation to ensure that students have a good pronunciation and a high level of aural comprehension. To some extent the areas of study are determined by the members of the group. A book such as Grammar in Action is supported by other materials from the media.

Staff Contact: Sophie Belot  
Restrictions: Only available to students on ACEU100, ACEU80. 10 places available for full time students  
Teaching Methods: Seminars, Tutorials, Independent Study  
Assessments: Composition 45% c 700 words, Translation 40% c 400-500 words, presentation 15%

ACE1685 French Language Skills B  
10.00 Credits  SPRING  
Aims/Description: Students discuss in French issues related to French culture through exercises and communicative activities. For example: the language and culture of wine, letter writing, life in France, French on the Web, etc. Skills such as translation, essay writing, oral presentations and group discussions are introduced, also aspects of phonetics and intonation to ensure that students have a good pronunciation and a high level of aural comprehension. To some extent, the areas of study are determined by the members of the group. A book such as Grammar in Action is supported by other materials from the media.

Staff Contact: Sophie Belot  
Restrictions: Only available to students on ACEU80, ACEU100. 10 places available for full time students  
Teaching Methods: Seminars, Tutorials, Independent Study  
Assessments: Translation 40%, Composition 45%, Presentation 15%
6. Descriptions of Units (Modules) of Study

ACE1729  Introduction to Environmental Archaeology

20.00 Credits  AUTUMN

Aims/Description: The module introduces various studies into the evidence for past environments with particular reference to how they affected, and were altered by, human activity. Themes discussed will include climatic effects on settlement areas and how various types of settlements and land use have been investigated by environmental sampling. The module will examine techniques used on, such as, organic remains and soils to try to understand human environmental conditions in the past.

Staff Contact: Camilla Priede
Restrictions: Unavailable to students registered on AAP programmes
Teaching Methods: Lectures, Seminars, Fieldwork, Independent Study, Essay
Assessments: Course work

ACE1756  Creative Reading/Creative Writing

20.00 Credits  SPRING

Aims/Description: We learn by example: a creative writer is first and foremost a creative reader and a critical reader of his/her own work. The module introduces the principles of good creative writing through the critical study of published examples, creative exercises, discussion and feedback on students’ own writing. We will discover how poems, fiction and dramatic pieces work, and what students can learn from them to develop both their own creative work and a practical critical appreciation of literary texts and forms. The module functions as a practical introduction to literature for both the creative writer and the general student.

Staff Contact: s.courtman@sheffield.ac.uk
Teaching Methods: Seminars, Independent Study
Assessments: Course work

ACE1776  French Cinema: Beyond the "Nouvelle Vague"

10.00 Credits  AUTUMN

Aims/Description: A module designed to familiarise students with the impact of New Wave films (1958-1964) upon present-day French cinema. We will start by looking at the classic magazine "Cahiers du Cinema" in order to follow the career and development of New Wave directors. The study of landmark films from directors like Truffaut and Godard will enable us to consider how their use of form, style and narrative made their films so influential among present-day French filmmakers. The link between the old and the new will be established with the study of recent films (e.g.: 37degrees 2 le matin, Nikita and La Haine).

Staff Contact: Dr Sophie Belot
Teaching Methods: Lectures, Seminars, Tutorials
Assessments: Course work, Presentation

ACE1779  The Creative Self: Autobiographical Writing

20.00 Credits  AUTUMN

Aims/Description: This module will develop students knowledge and understanding of the use of autobiographical writing across a range of genre (poetry, prose, journals, journalism, essays). Students will develop their ability to respond critically to autobiographical writing and to reflect on the use of the concept self in their own writing practice. Students will be offered inspiration and starting points for their own work. Tutor and peer-facilitated feedback on students writing will be offered within the framework of a mutually supportive writers workshop.

Staff Contact: Dr Sandra Courtman
Teaching Methods: Lectures, Independent Study
Assessments: Course work

ACE1788  Songwriting: Craft, Technique and Creativity

20.00 Credits  AUTUMN

Aims/Description: This module is a comprehensive introduction to the creative and musical techniques involved in songwriting. The aim of the course is to stimulate and encourage students to work towards finding their own individual style in all aspects of songwriting and to explore the dynamics of the creative process. Students will be required to examine critically a wide range of songwriting styles including contemporary popular song, folk music, art song and songs from the great American songbook. We will examine the techniques of melody writing, harmony, arrangement, accompaniment and form and give all students the opportunity of recording their songs to CD.

Staff Contact: Adam White
Restrictions: Maximum of 20 students.
Teaching Methods: Seminars, Tutorials, Independent Study
Assessments: Course work

ACE1802  French Press on the Web

20.00 Credits  SPRING

Aims/Description: This module is designed to develop students' language and analytical skills by using Internet linked research. Students will follow and assess chosen topics by investigating how they are reported and analysed in the French press, using the Internet to compare the reporting of different papers and journals. This is an Internet based module, supported by tutor guidance and tutorials, but which allows students considerable flexibility in organising their work. Students are expected to communicate and take part in discussion on-line, with their peers and with the course tutor in the target language and on a regular basis.

Staff Contact: Sophie Belot
Teaching Methods: Tutorials, Independent Study
Assessments: Course work, Presentation

ACE1810  Understanding Communities

20.00 Credits  AUTUMN

Aims/Description: This module introduces learners to recent ideas and policy directions which inform working with communities. The focus will be on understanding principles and values embedded in our approach to this work, namely; social justice, empowerment and inclusion of people marginalised by existing cultures, organisation and practices. Questions will be raised about the definition and structure of communities. This module allows learners to explore the role of 'self' as participant in change as well as to reflect on group, organisational and societal dynamics of changing communities.

Staff Contact: Anita Franklin
Teaching Methods: Lectures, Seminars, Fieldwork, Independent Study
Assessments: Portfolio (part1 50% 2000 words, Part 2 50% 2000 words)
### 6. Descriptions of Units (Modules) of Study

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<tr>
<td>ACE1822</td>
<td>Independent Project: Creativity and Performance</td>
<td>20.00</td>
<td>Autumn</td>
<td>This module aims to provide students with the opportunity to design and complete an independent project under the supervision of a personal tutor. Students can choose to work towards the submission of a piece of written work (short research project, essay) or focus on practical work such as performance, the composition of a creative portfolio of music or creative writing or a piece of inter-media work. Where a written project is chosen, students should focus on an aspect of creativity or performance relevant to their programme of study.</td>
<td>Adam White</td>
<td>Tutorials, Independent Study</td>
<td>Project work</td>
</tr>
<tr>
<td>ACE1824</td>
<td>Introduction to the Peak District</td>
<td>20.00</td>
<td>Autumn</td>
<td>The Peak District is an area of outstanding natural beauty at the southern end of the Pennines. The module will study selected themes concerning the natural and human-made environment of Britain’s first National Park. It will study aspects of the geology, ecology and archaeology of the limestone and gritstone areas of the Peak District as a series of inter-disciplinary or multidisciplinary approaches. Field studies will form a significant and integral part of this module.</td>
<td>Camilla Priede</td>
<td>Lectures, Fieldwork, Independent Study</td>
<td>Coursework 55%, Fieldwork 45% (c. 1800 words equivalent)</td>
</tr>
<tr>
<td>ACE1834</td>
<td>Elements of Computing</td>
<td>20.00</td>
<td>Academic Year</td>
<td>This module aims to provide students with sufficient knowledge of computer systems and their operation to select appropriate systems for differing operational environments. Students will learn how to choose hardware and software, and to construct a simple computer network. Current developments in the area of IT will be studied and issues around strategic IT decision making in organisations will be discussed.</td>
<td>Verity Brack</td>
<td>Lectures, Laboratory work, Independent Study</td>
<td>Written report (30%); practical exercises (50%); 2 in-class tests (8, 12%)</td>
</tr>
<tr>
<td>ACE1849</td>
<td>Musical Performance</td>
<td>20.00</td>
<td>Spring</td>
<td>This course provides students with an opportunity to develop their practical musical skills as either instrumentalists or vocalists and to examine a range of psychological research that can help develop both the quality and enjoyment of musical performance. Thus, the focus of the course will be on developing skills appropriate to musical performance such as practice &amp; preparation, memorisation, improvisation and musical expression. We shall also investigate the challenges presented by different kinds of performance: live, recorded and web based and students will be given the opportunity to record their performances for both digital audio and video reproduction.</td>
<td></td>
<td>Tutorials, Independent Study</td>
<td>Aural discrimination, improvisation. (2 hours)</td>
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<tr>
<td>ACE1881</td>
<td>Music in theory and practice I</td>
<td>20.00</td>
<td>Autumn</td>
<td>This module is designed to extend the knowledge and practice of musical elements introduced in the module ACE 1762, Music in theory &amp; practice. Students will be introduced to more advanced aspects of the theory of music including four part harmony, modulation, chord function and extended harmonic techniques, larger-scale forms and the theory of tonal function. In addition, the course provides the opportunity for students to further develop skills in aural discrimination and improvisation and to develop awareness of the relationship between theoretical understanding and practical musicianship.</td>
<td>Adam White</td>
<td>Seminars, Tutorials, Independent Study</td>
<td>Course work, Aural discrimination, improvisation. (2 hours)</td>
</tr>
<tr>
<td>ACE1884</td>
<td>Introducing Archaeology in the Landscape</td>
<td>20.00</td>
<td>Autumn</td>
<td>This module introduces the fundamental theory, methods and practice, which underpin the study of Archaeology and the historic landscape. It will outline the chronology of human activity in the British Isles and explore the techniques used by archaeologists to understand the material evidence left behind by this activity. The module will examine how the predominant historic character of various landscapes can be understood and will also include illustration through field study.</td>
<td>Jackie Butt</td>
<td>Lectures, Tutorials, Fieldwork, Independent Study</td>
<td>Course work, Presentation approx 15 mins</td>
</tr>
<tr>
<td>APS119</td>
<td>Comparative Physiology</td>
<td>10.00</td>
<td>Spring</td>
<td>This course is an introduction to the physiology of animals, plants and fungi. The course will compare and contrast the ways in which animals, plants and fungi acquire and process energy, nutrients and water, with particular attention paid to the relationship between structure and function</td>
<td>Professor R C Leegood</td>
<td>Lectures, Independent Study, Assessment</td>
<td>Formal Exam</td>
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</table>
| APS120      | Reproduction, Development and Growth | 10.00 | Autumn | This course is an introduction to the reproduction, development and growth of animals, plants and fungi. The course will consider: mammalian reproduction,
6. Descriptions of Units (Modules) of Study

- **APS121** Evolution
  - Credits: 10.00
  - Pre-Requisites: A-Level Biology.
  - Aims/Description: This course presents evolution as the central unifying theme of modern biology. It begins with a brief overview of the origin of life and important events in the early history of life on earth. It goes on to explore evolutionary mechanisms—essentially how evolution works. The course finishes with three case studies in evolution.
  - Staff Contact: Professor Charles Wellman
  - Teaching Methods: Lectures, Independent Study, Assessment
  - Assessments: Formal Exam

- **APS122** Biodiversity
  - Credits: 10.00
  - Pre-Requisites: A-level Biology.
  - Aims/Description: This course introduces the concept of biodiversity - what is it and how we measure it. Biodiversity will be explored through two case studies: (i) the plant kingdom; (ii) the animal kingdom. Both kingdoms will be considered in terms of their characteristics, classification, evolutionary history, biodiversity and biogeography.
  - Staff Contact: Professor Charles Wellman
  - Teaching Methods: Lectures, Independent Study, Assessment
  - Assessments: Formal Exam

- **APS123** Population and Community Ecology I
  - Credits: 10.00
  - Pre-Requisites: A-level Biology.
  - Aims/Description: This unit provides an introduction to the ecology of individuals, populations and communities. The ecology of individuals includes a consideration of resource acquisition, territoriality, reproduction and life history trade-offs. Population ecology includes a consideration of population growth and regulation, interspecific competition, and niche differentiation. Community ecology is concerned with describing and understanding the diversity and stability of ecological communities; including a consideration of intraspecific competition, predation and predator-prey interactions. This unit also considers aspects of applied ecology including: conservation principles and priorities, sustainable harvesting of populations, pest control and management.
  - Staff Contact: Dr. Andrew Beckerman
  - Teaching Methods: Lectures, Independent Study, Assessment
  - Assessments: Formal Exam

- **APS124** Ecosystems and Environmental Change
  - Credits: 10.00
  - Pre-Requisites: A-level Biology.
  - Aims/Description: The module provides an introduction to ecosystem processes and their importance in determining the effects of environmental change. It uses examples of major British ecosystems to understand the effects of environment on vegetation change and succession. It describes the importance of climate in the geographical distribution of terrestrial ecosystems, and the responses of ecosystems to disturbance. The prediction of the responses of ecosystems to global environmental change is also explained.
  - Staff Contact: Dr. Gareth Phoenix
  - Teaching Methods: Lectures, Independent Study, Assessment
  - Assessments: Formal Exam

- **APS126** Behaviour of Humans and Other Animals
  - Credits: 10.00
  - Pre-Requisites: A-level Biology.
  - Aims/Description: This unit will provide an introduction to behaviour focussing on the four fundamental questions: (i) the evolution of behaviour; (ii) the function of behaviour, (iii) the ontogeny of behaviour and (iv) the causation (or mechanisms) of behaviour. The course will introduce major concepts and information on specific topics, including sexual behaviour, foraging behaviour and social behaviour in humans and non-humans. A central theme will be the extent to which animal behaviour can inform us about human behaviour and in particular the similarities and differences between the evolutionary approach to animal behaviour and evolutionary psychology.
  - Staff Contact: Professor Tim Birkhead
  - Teaching Methods: Lectures, Independent Study, Assessment
  - Assessments: Formal Exam

- **BMS106** Pathobiology
  - Credits: 10.00
  - Aims/Description: This unit aims to introduce students to the key mechanisms and their interplay that underlie the disease process. Students will learn about microbial pathogens that cause infection, the inflammatory response and the role of the immune system in fighting disease. Students will also gain insight into the genetic and environmental basis of disease with special reference being made to cancer. Teaching and learning will take place in a formal lecture environment and will be supported by web-based materials. Assessment will be by formal examination.
  - Restrictions: Cannot be taken by BMS students
  - Teaching Methods: Lectures, Tutorials, Independent Study
  - Assessments: Formal Exam

- **BMS107** Developmental Biology
  - Credits: 10.00
  - Aims/Description: This unit aims to provide students with a general introduction to Developmental Biology. The approach will be concept-based, with an emphasis on the importance of cell-cell signalling and the regulation of gene expression in generating cell differences in the embryo. The life cycles and embryology of the main animal model systems will be covered, together with an introduction to key embryological, molecular and genetic techniques. The relevance of developmental biology to the study of human disease will be exemplified throughout. Teaching will take place in a formal lecture environment, supplemented by a modular tutorial. Assessment will be by formal examination.
  - Restrictions: Cannot be taken by BMS students
  - Teaching Methods: Lectures, Tutorials, Independent Study
  - Assessments: Formal Exam
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<tr>
<td>BMS108</td>
<td>Physiology with Pharmacology</td>
<td>20.00</td>
<td>SPRING</td>
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|            | Aims/Description: This unit aims to provide students with an introduction to human physiology and pharmacology. Whilst providing a system-based approach, it will emphasise that modern understanding of normal bodily functions and drug treatment requires an integrated understanding of cell and molecular biology combined with a basic knowledge of anatomical tissue and organ structure. It will also examine the effects of disease and drugs on body function. Teaching and learning will take place in a formal lecture environment and will be supported by web-based materials. Assessment will be by formal examination.
|            | Restrictions: Cannot be taken by BMS students
|            | Teaching Methods: Lectures, Tutorials, Independent Study
|            | Assessments: Formal Exam                   |
| BMS151     | Cell Biology                               | 20.00   | AUTUMN |       |
|            | Aims/Description: This unit aims to provide students with a broad introduction to cell biology. The content involves: a description of eukaryotic cell structure including the nature of biomembranes and organelles; the cytoskeleton; cell adhesion; the fundamentals of protein synthesis, modification and secretion; cell metabolism; cellular development and specialisation; inter and intra-cellular communication. Teaching and learning will be by lectures, and will be supported by web-based materials. Assessment will be by formal examination. At the end of the module, students should have an appreciation of the fundamentals of eukaryotic cell biology.
|            | Restrictions: Cannot be taken by BMS students
|            | Teaching Methods: Lectures, Tutorials, Independent Study
|            | Assessments: Formal Exam                   |
| BMS153     | Neuroscience                                | 20.00   | SPRING |       |
|            | Aims/Description: This module aims to provide students with a general introduction to the study of human neuroscience. The content involves: a description of the use of model organisms in neuroscience; a description of the divisions of the nervous system (NS) and major anatomical regions; the cell types of the NS; functional development; the excitable membrane; synapses, transmitters and drugs; receptors and senses; motor control; neuroimaging and the cerebral cortex; memory; the diseased brain; sleep; the role of the hypothalamus in behaviours, e.g., eating/drinking. Teaching and learning will take place in a traditional lecture environment, and will be supported by Internet-based materials. Assessment will be by formal examination. At the end of the module, students should have an appreciation of fundamental aspects of neuroscience.
|            | Restrictions: Cannot be taken by BMS students
|            | Teaching Methods: Lectures, Tutorials, Independent Study
|            | Assessments: Formal Exam                   |
| BMS157     | Principles of Molecular Biology             | 10.00   | AUTUMN |       |
|            | Pre-Requisites: At least grade A GCSE Biology or Combined Science.
|            | Co-requisites: APS125.
|            | Aims/Description: Modern biology is underpinned by advances in molecular biology; this module aims to provide students with a general introduction to genetics and molecular biology. The content includes: structure of DNA, tools for investigating nucleic acids, DNA replication, mitosis, meiosis, genetic recombination, cell cycle control, organisation of genes, regulation of gene expression, eukaryotic transcription factors and tools for genetic manipulation. Teaching and learning will be by lectures environment supported by Internet-based materials. Assessment will be by formal examination. At the end of the module, students should have an appreciation of fundamental principles of genetics and molecular biology.
|            | Restrictions: Cannot be taken with APS125 or MBB164. Cannot be taken by BMS students
|            | Teaching Methods: Lectures, Tutorials, Independent Study
|            | Assessments: Formal Exam                   |
| COM160     | Computer Problem Solving and Object Oriented Design | 20.00 | Academic Year |     |
|            | Aims/Description: The first part of this module introduces basic concepts of computer programming, through an introduction to problem solving and the development of simple algorithms using the programming language Python. The module will stress the importance of good programming style and good code design and will introduce how an object-oriented approach can help to achieve these aims. The second part of this module introduces some of the fundamental principles of object oriented programming and software engineering using the Java Programming Language. In particular it covers the principles that underlie the structuring of software and introduces models of real-world systems. Techniques for developing sound programming techniques are introduced and applied.
|            | Staff Contact: Dr M Hepple & Dr S North
|            | Restrictions: Not open to students from the Department of Computer Science or students who are taking or have taken COM161 and COM162
|            | Teaching Methods: Lectures, Laboratory work, Independent Study
|            | Assessments: Formal Exam, Course work
<p>|            | Notes: This unit forms part of an accredited degree programme |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Pre-Requisites</th>
<th>Aims/Description</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>COM161</td>
<td>Introduction to Programming and Problem Solving</td>
<td>10.00</td>
<td>AUTUMN</td>
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</tr>
<tr>
<td>COM162</td>
<td>Object Oriented Design and Programming with Java</td>
<td>10.00</td>
<td>SPRING</td>
<td>COM161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPE103</td>
<td>Fluid Mechanics and Thermodynamics</td>
<td>20.00</td>
<td>SPRING</td>
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</tr>
<tr>
<td>EAS103</td>
<td>The History of Korea</td>
<td>20.00</td>
<td>SPRING</td>
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</tr>
<tr>
<td>EAS107C</td>
<td>Japanese for Non-Specialists I</td>
<td>20.00</td>
<td>AUTUMN</td>
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<tr>
<td>EAS108C</td>
<td>Japanese for Non-Specialists II</td>
<td>20.00</td>
<td>SPRING</td>
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</table>
### 6. Descriptions of Units (Modules) of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>EAS108H</td>
<td>Japanese for Non-Specialists II</td>
<td>20.00</td>
<td>SPRING</td>
</tr>
</tbody>
</table>

**Aims/Description:** This module builds on EAS107, with an emphasis on learning more basic structures and using them for communication. A further 95 kanji (Sino-Japanese characters) will be introduced as reading and writing tasks become more complex.

**Staff Contact:** Ms Yuki Kittaka

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Tests and assignments

<table>
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<tr>
<th>Code</th>
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<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>EAS118C</td>
<td>Chinese for Non-Specialists I</td>
<td>10.00</td>
<td>AUTUMN</td>
</tr>
</tbody>
</table>

**Aims/Description:** This module aims to equip students with no prior knowledge of Mandarin Chinese to acquire basic practical language skills.

**Staff Contact:** Guanyu Huang

**Teaching Methods:** Lectures, Independent Study, Audio-visual showings

**Assessments:** Formal Exam, Course work

**Notes** Numbers limited to maximum of 20

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EAS119C</td>
<td>Chinese for Non-Specialists II</td>
<td>10.00</td>
<td>SPRING</td>
</tr>
</tbody>
</table>

**Aims/Description:** This module aims to equip students with some prior knowledge of Mandarin Chinese (ca. 250 Chinese characters) with further practical language skills in listening, reading, speaking and writing. On successful completion of the unit, students will have mastered around 270 new words related to daily life; understand longer sentences and classroom expressions related to daily activities; be able to obtain specific information from written and audio materials; be able to communicate in making phone calls, asking directions, taking public transport, shopping, ordering food, describing things; be able to write around 160 new characters in simple sentences or forms.

**Staff Contact:** Guanyu Huang

**Teaching Methods:** Lectures, Independent Study, Audio-visual sessions

**Assessments:** Formal Exam, Course work

**Notes** Numbers limited to total of 20

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>EAS119I</td>
<td>Chinese for Non-Specialists II</td>
<td>10.00</td>
<td>SPRING</td>
</tr>
</tbody>
</table>

**Aims/Description:** This module aims to enable students with some prior knowledge of Mandarin Chinese (ca. 150 Chinese characters) to acquire further practical language skills.

**Staff Contact:** Guanyu Huang

**Teaching Methods:** Lectures, Independent Study, Audio-visual sessions

**Assessments:** Formal Exam, Course work

**Notes** Numbers limited to total of 20

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EAS119F</td>
<td>Chinese for Non-Specialists II</td>
<td>10.00</td>
<td>SPRING</td>
</tr>
</tbody>
</table>

**Aims/Description:** This module aims to enable students with some prior knowledge of Mandarin Chinese (ca. 150 Chinese characters) to acquire further practical language skills.

**Staff Contact:** Guanyu Huang

**Teaching Methods:** Lectures, Independent Study, Audio-visual sessions

**Assessments:** Formal Exam, Course work

**Notes** Numbers limited to total of 20
6. Descriptions of Units (Modules) of Study

EASI29 Gender in East Asia
20.00 Credits AUTUMN
Aims/Description: This module explores the ways in which gender is constructed, represented and experienced in the various countries of East Asia. It will also look at how gender intersects with other categories of identity, including race, nationality and sexuality. Through the module, students will develop an understanding of key concepts and approaches to gender studies and the way in which these have been applied in the East Asian region. Topics include representations of sex/gender; bodies and biology; relationships, sex and reproduction; notions of family; and gendered work.
Staff Contact: Dr Mark Pendleton
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam, Course work

EASI133 Chinese Economic Development
10.00 Credits AUTUMN
Aims/Description: This module looks at the economic development of China between 1949 and the present day. Topics to be covered include economic performance during the 1950s; the Great Famine of the early 1960s (which killed 30 million); the economic policies of the Maoist era and the Cultural Revolution; the transition strategy adopted in the 1980s; China's opening up to foreign trade; the abandonment of socialism and the transition to capitalism; current economic problems. A wide range of development indicators such as GDP per head, inequality and human development are considered so the approach adopted in the course is not narrowly economic. Some prior knowledge of basic economics is useful but is certainly not required to do well on this module.
Staff Contact: Chris Bramall
Restrictions: None
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam, Course work

EASI134 Japanese Literature
10.00 Credits SPRING
Aims/Description: The world's first novel was written by a Japanese woman, Murasaki Shikibu, in the 11th Century. The Nobel Prize for Literature has been awarded to two Japanese authors: Kawabata Yasunari in 1968 and Oe Kenzaburo in 1994. Today, Murakami Haruki (Norwegian Wood) is a significant force in contemporary literature and is widely read throughout the world. This module offers an introduction to Japanese literature from its beginnings to the present day. Lectures introduce key works within their social and historical contexts. Seminars are student-led and offer opportunities to explore individual authors and their works in more depth. By the end of the course you will have read a selection of Japanese literature in English-language translation and gained a broad understanding of the range and diversity of fiction produced across several centuries.
Staff Contact: Dr Angela Coutts
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam, Course work

EASI37 Japanese Politics
10.00 Credits AUTUMN
Aims/Description: This module will explore some of the main questions asked by outsiders about contemporary Japanese politics. It begins by providing the background of Japan's own political traditions. It will then introduce and examine a range of issues that the Japanese state and its people have been grappling with since 2000, including the leadership role of the prime minister, the rise of nationalism, Japan's remilitarisation and the triple disasters of 2011.
Staff Contact: Professor Hugo Dobson
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Course work

EASI138 Japanese History
10.00 Credits AUTUMN
Aims/Description: This module is a survey course of Japanese history and covers from the ancient period to the modern period until WWII. Main issues include: the establishment, transformation and demise of the centraised state in the ancient period; the power transition in the samurai military rule in the medieval period; the establishment of sakoku and the opening of the country and fall of the Tokugawa Shogunate in the Edo period; and Japanese imperialism in the modern period from the first Sino-Japanese War until WWII. Videos are often used to assist students' learning.
Staff Contact: Dr H Watanabe
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam

EASI142 Environment and Society in East Asia
20.00 Credits SPRING
Aims/Description: This unit will examine the interdependent relationship between East Asian society and the natural environment. The course will be in three broad sections. The first will provide an overview of economic and social development in East Asia and its globalisation. The second and third sections will look at the impact of that development on bio-diversity and the Earth's climate. The unit will approach these topics through the development of key concepts in social and environmental studies and the employment of a series of case studies.
Staff Contact: Dr Peter Mataule
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam, Course work

EASI144 Japan's Economy and Management
10.00 Credits SPRING
Aims/Description: Japan's rise to a global economic power is one of the most fascinating stories in modern economic history. In roughly 100 years the country turned itself from a largely agricultural society into an industrialized and technologically highly advanced nation. This module focuses on the economic structures and management practices underlying this development. The course will first give a historical overview of Japan's economic development from the mid-19th century to the late 2000s and discuss then in detail major characteristics of industrial structure and management practices such as human resource management and corporate governance.
Staff Contact: Dr Harald Conrad
Restrictions: None
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam

EASI160 Modern Chinese History
10.00 Credits SPRING
Aims/Description: This module aims to provide students with a good understanding of China's modern history. It does this by examining the major developments that marked China's twentieth century, from the fall of the last emperor, through intellectual ferment of the 1920s, war with Japan, and the coming to power of the Communist Party, to the Cultural Revolution in the 1960s. Through a combination of lectures, seminars and film classes, students will be encouraged to develop a critical understanding of these events and their influence; they will also be asked to consider the relative significance of other changes that can not be linked to major events, in urban culture, in the status of women, or in mass communication, from newspapers to propaganda posters.

Staff Contact: Dr Marjorie Dryburgh
Teaching Methods: Lectures, Seminars, Independent Study, Film classes
Assessments: Course work, Literature search assignment

EDU104 Education, Power and Society: Introduction to the Sociology of Education
20.00 Credits AUTUMN

Aims/Description: This module explores the relationship between educational institutions/cultures/systems and social inequalities. We focus on class, gender, ethnicity and disability and look at the ways in which education systems serve to tackle or reproduce patterns of inequality and relations of power. The module also evaluates different policy frameworks and goals. For example, whether the focus of education policy should be placed on nurturing active citizenship (and what this would look like) or whether the main priority should be to serve the needs of the economy (and how this might be achieved).

Staff Contact: Darren Webb
Teaching Methods: Seminars, Tutorials, Independent Study
Assessments: Formal Exam, Course work, Online activity

EDU105 Critical Curriculum Study
20.00 Credits AUTUMN

Aims/Description: The curriculum is often taken for granted by those who experience it, such as parents, students and teachers. This module poses questions about curriculum - what is it and who is it for? Different perspectives on curriculum are explored to establish a framework for critical curriculum study. After examining school curriculum reform both in England and in international contexts, the module will focus in depth on a single case study curriculum in England. This focused study will be carried out from the perspective of curriculum history, policy reform, analysis and implementation through research involving classroom-based curriculum development.

Staff Contact: Darren Webb
Teaching Methods: Seminars, Tutorials, Independent Study
Assessments: Course work

EDU106 Comparative Histories of Education
20.00 Credits SPRING

Aims/Description: This unit introduces students to cross-cultural perspectives on education. It takes a comparative approach to understanding the development of educational ideas, systems and practices by drawing attention to different cultural and historical contexts. In helping students question and challenge dominant ideas about education and its purposes, the module will use auto-biography, literary critique, policy analysis, case studies and country studies to examine the interplay between national contexts and globalised movements in education. Topics will include: purposes and processes of a comparative approach to understanding education; the development of educational ideas, their values and practices; culture and education; and globalisation and education

Staff Contact: Darren Webb
Teaching Methods: Seminars, Tutorials, Independent Study
Assessments: Course work, Presentation (25%)

EDU107 Child Psychology
20.00 Credits SPRING

Aims/Description: This module explores the relationship between psychological theory and educational policy and practice, considering some of the ways in which Education and Local Authority services have been influenced by ideas about children developed in psychological research. Some of the core concepts of Psychology are introduced such as cognitive psychology (intelligence, language and learning), behaviourism (including modification techniques), social and emotional development (including family and attachment, trauma) as well as the study of individual differences (with reference to psychopathologies such as autism, attention deficit/hyperactivity disorder).

Staff Contact: Darren Webb
Teaching Methods: Lectures, Seminars, Tutorials, Independent Study
Assessments: Course work

EDU108 Social and Historical Constructions of Childhood
20.00 Credits SPRING

Aims/Description: In this module students will explore how childhood has been portrayed across different societies and at different times, and will examine how childhoods are shaped and influenced by the societies in which children live, learn and are cared for. Through a series of lectures, group work and individual study tasks, students will think about the ways in which childhood has changed over time and how different views and perspectives on childhood create different expectations of children. Through the study of historical and social constructions of childhood, students will develop a fuller understanding of how ways of working with children can be shaped by external influences.

Staff Contact: Darren Webb
Teaching Methods: Seminars, Tutorials, Independent Study
Assessments: Course work

EEE123 Introduction to Electric and Electronic Circuits
20.00 Credits Academic Year

Aims/Description: This module introduces the concepts and analytical tools for predicting the behaviour of combinations of passive circuit elements, resistance, capacitance and inductance driven by ideal voltage and/or current sources which may be ac or dc sources. The ideas involved are important not only from the point of view of modelling real electronic circuits but also because many complicated processes in biology, medicine and mechanical engineering are themselves modelled by electric circuits. The passive ideas are extended to active electronic components; diodes, transistors and operational amplifiers and the circuits in which these devices are used. Transformers, magnetics and dc motors are also covered.

Staff Contact: R.C. Tozer
Teaching Methods: Lectures, Problem solving, Laboratory work, Independent Study
Assessments: Formal Exam, Lab work

6. Descriptions of Units (Modules) of Study
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<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EEE124</td>
<td>Energy in the Home</td>
<td>10.00</td>
<td>SPRING</td>
<td>Aims/Description: This module introduces the concepts of electricity and energy in the home. It is aimed at a wide audience and answers those questions that many people have about energy, electricity and &quot;renewables&quot; but don't know who or how to ask. The module will use only basic arithmetic math - multiplication, division, addition and subtraction. Renewable energy sources such as solar PV panels, small wind turbines and heat pumps will be described. What savings can you really make? Petrol vs diesel cars, how does electric fit into the picture?</td>
<td>Lectures, Problem solving, Independent Study</td>
<td>Course work</td>
</tr>
<tr>
<td>EEE140</td>
<td>Introduction to Electric Circuits</td>
<td>10.00</td>
<td>AUTUMN</td>
<td>Aims/Description: This module introduces the concepts and analytical tools for interpreting and predicting the behaviour of combinations of passive circuit elements, resistance, capacitance and inductance driven by ideal voltage and/or current sources which may be ac or dc sources. The last few lectures will introduce the basics of electromechanical energy conversion. The ideas involved are important not only from the point of view of modelling the behaviour of real electronic circuits but also because many complicated processes in medicine, science and engineering are modelled by electronic circuit analogies.</td>
<td>Lectures, Problem solving, Laboratory work, Independent Study</td>
<td>Formal Exam, Lab work</td>
</tr>
<tr>
<td>FRE111</td>
<td>French Critical Contexts I</td>
<td>10.00</td>
<td>AUTUMN</td>
<td>Aims/Description: This module will focus on two important French texts (with 'text' taken in its largest sense of book, film, art work, piece of music, cultural product, etc.). Each text will form the basis for a close reading, followed by analyses using French cultural, historical, literary and critical theory approaches as well as adaptations into other media (such as film, art and music) where appropriate. The module will introduce students to significant French texts and to illustrate and explore a range of possible critical approaches to them, including cross-media or intermedial reinterpretations.</td>
<td>Lectures, Seminars, Independent Study</td>
<td>Course work</td>
</tr>
<tr>
<td>FRE112</td>
<td>French Critical Contexts II</td>
<td>10.00</td>
<td>SPRING</td>
<td>Aims/Description: This module will focus on two important French texts (with 'text' taken in its largest sense of book, film, art work, piece of music, cultural product, etc.). Each text will form the basis for a close reading, followed by analyses using French cultural, historical, literary and critical theory approaches as well as adaptations into other media (such as film, art and music) where appropriate. The module will be taught and assessed in English, but the materials will be made available in both French and English, with French students required to use and cite the French materials. The aim of the module is to introduce students to significant French texts and to illustrate and explore a range of possible critical approaches to them, including cross-media or intermedial reinterpretations.</td>
<td>Lectures, Seminars, Independent Study</td>
<td>Course work</td>
</tr>
<tr>
<td>FRE113</td>
<td>Des Gaulois à de Gaulle: histoire pratique du français</td>
<td>10.00</td>
<td>AUTUMN</td>
<td>Aims/Description: This is an introduction to the history of the French language designed to explain how certain tricky aspects of modern French, the past historic tense, spelling, pronunciation, forms of the subjunctive, for example, came to be as they are, in order to help learners master them effectively; modern developments such as French SMS language and colloquialisms are also covered. It offers a complement to formal study of linguistics, especially historical linguistics; it is taught in English, but course materials are provided in French, and emphasise throughout the practical application of knowledge acquired to increase competence in the French language.</td>
<td>Lectures, Independent Study</td>
<td>Course work</td>
</tr>
<tr>
<td>FRE114</td>
<td>The World of French Words</td>
<td>10.00</td>
<td>SPRING</td>
<td>Aims/Description: This module offers an introduction to the design and carrying out of an independent research project. Students work in small groups to devise their own investigation into a general area of French vocabulary, such as words for animals, food and drink, types of clothing or colours and patterns; each group produces a written report and contributes a presentation to a mini-conference held at the end of the semester, organised jointly by the students and module leaders. The module emphasises specific and transferable skills gained: effective use of dictionaries, team-working, oral and written presentation and project management.</td>
<td>Lectures, Tutorials, Independent Study, Seminar, Conference</td>
<td>Group report (5000 words) 60%</td>
</tr>
<tr>
<td>GEO101</td>
<td>Physical Systems At The Global Scale</td>
<td>10.00</td>
<td>AUTUMN</td>
<td>Aims/Description: This course is intended to provide an introduction to the general principles of physical geography for students with diverse backgrounds. Using a systems-based approach to physical geography, four environmental systems will be examined: the atmosphere, the hydrosphere, the geosphere and the cryosphere. The final part of the course will consider the interactions between physical systems and also the changes and consequences of systems change, such as climatic change, over time and space.</td>
<td>Lectures, Independent Study</td>
<td>Course work</td>
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**Staff Contact:**

**FRE111:** Dr R C Tozer

**FRE112:** Professor Edward Hanna
### 6. Descriptions of Units (Modules) of Study

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<th>Module Code</th>
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<th>Credits</th>
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<tr>
<td>GEO103</td>
<td>Region, Nation and World</td>
<td>10.00</td>
<td>SPRING</td>
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<td>The first part of this module describes the main elements and key issues involved in the global economic system. In the second part the uneven development process within the global economy is examined. In the third part it is shown how economic activities at the local level are similarly moulded by global influences.</td>
<td>Lectures, Independent Study</td>
<td>Formal Exam, Course work</td>
</tr>
<tr>
<td>GEO108</td>
<td>Earth's Changing Surface</td>
<td>10.00</td>
<td>SPRING</td>
<td></td>
<td>Geomorphology is the science that investigates the landforms of the earth; mountains, valleys, slopes, river beds and dunes. All landforms have a beginning, a period of development and an end. When viewed in the framework of earth history they are essentially events in space and time which change during the course of their existence. This module introduces the fundamental principles of such landscape development considering issues such as temporal and spatial scale, equilibrium and interaction between different landscape processes and components.</td>
<td>Lectures, Independent Study</td>
<td>Formal Exam</td>
</tr>
<tr>
<td>GEO112</td>
<td>Introducing Social and Cultural Geographies</td>
<td>10.00</td>
<td>AUTUMN</td>
<td></td>
<td>This module provides an introduction to social and cultural geography focusing on a range of key concepts, current debates and contemporary issues. The module challenges notions of society as structure and pattern and culture as artifacts, and introduces a socio-cultural understanding of human experience and relationships. Drawing examples from around the world and at a variety of geographical scales, the module explores the contested nature of our social world and conflicting conceptions of our place in nature/culture.</td>
<td>Lectures, Independent Study</td>
<td>Formal Exam</td>
</tr>
<tr>
<td>GEO104</td>
<td>Grundsprachkurs</td>
<td>10.00</td>
<td>AUTUMN</td>
<td>A-level or equivalent Human Geography.</td>
<td>This half-module will extend and deepen the various language-skills of students with 'A' level or equivalent German.</td>
<td>Seminars, Independent Study, oral classes</td>
<td>Formal Exam, Course work, Oral exams and class contributions</td>
</tr>
<tr>
<td>GER105</td>
<td>German Studies - Basiskurs</td>
<td>10.00</td>
<td>AUTUMN</td>
<td>A level German or equivalent.</td>
<td>This half-module introduces students to the study of German history and culture from 1789 to the present by means of lectures and tutorials on periods, thinkers and literary texts.</td>
<td>Lectures, Tutorials, Independent Study</td>
<td>Course work</td>
</tr>
<tr>
<td>GER104</td>
<td>Aufbausprachkurs</td>
<td>10.00</td>
<td>SPRING</td>
<td>A-level German (Grade B).</td>
<td>This half-module will extend and deepen the various language-skills taught in the 'Grundsprachkurs' module (GER103), preparing students for the more advanced language work at levels 2 and 3.</td>
<td>Seminars, Independent Study, oral classes</td>
<td>Formal Exam, Course work, Oral contributions in German</td>
</tr>
<tr>
<td>GER106</td>
<td>German Studies - Aufbaukurs</td>
<td>10.00</td>
<td>SPRING</td>
<td>A-level German</td>
<td>This half-module completes the introductory survey of modern German history and culture from 1789 to the present. Students will, upon completion, be equipped to make an informed choice from the modules offered at levels 2 and 3.</td>
<td>Lectures, Tutorials, Independent Study</td>
<td>Course work</td>
</tr>
<tr>
<td>GER107</td>
<td>Beginners Dutch 1</td>
<td>20.00</td>
<td>AUTUMN</td>
<td></td>
<td>Dutch is a language that you can pick up quickly, especially if you already have knowledge of German or another modern language. If you approach it with enthusiasm, you will find that you can reach a high level of competence in a relatively short time (A1 by the end of GER107 and A2 by the end of GER108). You do not need previous knowledge of Dutch.</td>
<td>Lectures, Tutorials, Independent Study</td>
<td>Course work</td>
</tr>
</tbody>
</table>
6. Descriptions of Units (Modules) of Study

To take this course. In addition to the language hours there will be one Dutch Studies seminar per week on Dutch and Flemish culture and history. The core material for the course is Nederlands in gang, which will be provided during the first class. The total cost will be about £25. Most people find having a bilingual dictionary helpful.

**Staff Contact:** Dr Henriette Louwerse

**Restrictions:** Cannot be taken with GER110

**Teaching Methods:** Lectures, Seminars, Independent Study, oral classes

**Assessments:** Formal Exam

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**GER108** Beginners Dutch 2

**20.00 Credits** SPRING

**Aims/Description:** This module is a continuation of Beginners Dutch 1. You will continue to build on your reading, speaking, writing and listening skills in Dutch.

**Staff Contact:** Dr Henriette Louwerse

**Teaching Methods:** Lectures, Seminars, Independent Study, oral classes

**Assessments:** Formal Exam, oral examination

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**GER110** Dutch Intermediate

**40.00 Credits** Academic Year

**Cannot be taken with:** GER107C, GER107H, GER107I, GER108C, GER108H, GER108I.

**Pre-Requisites:** GCSE Level Dutch or equivalent proficiency.

**Aims/Description:** The module is designed for those students who choose to study Dutch at Level One and already have acquired a basic knowledge of the language before coming to the University (GCSE level). The module will consist of two parts: General Language and Society. The General Language sessions specifically concentrate on extending students' vocabulary, increasing their insight into the more complicated grammatical patterns, and improving their oral skills and both their written and spoken comprehension. The Society hour offers an introduction to the history, culture and structure of Dutch Society. The approach is thematic and aims to provide a deeper insight into the history and society of the Dutch speaking areas.

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Course work

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**GER121** Beginners' German I

**20.00 Credits** Academic Year

**Aims/Description:** These two linked modules (Sem 1/2) introduce a beginners' pathway to the Germanic Studies Department's Honours German course, which hitherto has had A-level or equivalent in German as a prerequisite. Henceforth, students with no German but A-level or equivalent knowledge of another modern foreign language will be able to study German through to B.A. Hons level on our programmes. The modules applied for will be complemented soon by Level 2 continuation modules. The new L1 modules will have (a) an intensive ab initio German Language strand (4/5 teaching hrs p.w., native speaker taught, using one of the following proprietary coursebooks: Menschen (hueber) or DaF Kompakt (Klett); and (b) a German Studies course (2 teaching hrs p.w., a lecture plus a small-group tutorial seminar, which introduce students to salient aspects of German history, politics, literature, culture and thought since ca. 1870).

**Staff Contact:** Sandra Henry

**Restrictions:** GER103, GER104 and GER105, GER106

**Teaching Methods:** Lectures, Seminars, Problem solving, Independent Study

**Assessments:** Formal Exam, Course work

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**HCS113** Lifespan Communicative and Cognitive Development

**20.00 Credits** SPRING

**Aims/Description:** This module aims to develop understanding of communicative development and change throughout the lifespan. This includes exploration of the relationships between different levels of communicative competence and cognitive, social and emotional issues. Students follow the developmental progression of communicative changes from infants to the elderly, including theories of the language acquisition; grammar; phonology; and vocabulary and meaning.

**Staff Contact:** Dr Tom Muskett

**Teaching Methods:** Lectures, Tutorials, Independent Study

**Assessments:** Formal Exam

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**HCS114** Introduction to Communication

**20.00 Credits** AUTUMN

**Aims/Description:** This module aims to introduce students to the nature and scope of human communication, language and their impairments. It provides conceptual frameworks and a detailed elementary coverage of the following areas: the communication chain, verbal and non-verbal communication, human and animal communication, speech, grammar, vocabulary, language use, multilingualism, language variation, language in society, and speech and language impairments.

**Staff Contact:** Dr Sandra Whiteside

**Teaching Methods:** Lectures, Tutorials, Independent Study

**Assessments:** Formal Exam

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**HSS130** Spanish Advanced: Language and Culture I

**20.00 Credits** AUTUMN

**Cannot be taken with:** HSS140C, HSS140H, HSS140M.
6. Descriptions of Units (Modules) of Study

**Pre-Requisites:** 'A'-Level Spanish Grade B or equivalent.

**Aims/Description:** These linked modules HSS130 and HSS131 develop and consolidate skills acquired at A-level in the reception and production of written and spoken Spanish, providing opportunities to improve accuracy and authenticity of language produced. Four full-length texts are studied (two in each semester and which may include poetry, play, short story and novel) to prepare students for core and optional modules at level 2. One lecture per week provides an introduction to the institutions and cultures of Spain and Latin America.

Tutorials held twice a semester support study of materials covered in the larger classes.

**Staff Contact:** Dr Hayley Raba

**Restrictions:** Cannot be taken with HSS140

**Teaching Methods:** Lectures, Seminars, Tutorials, Independent Study

**Assessments:** Formal Exam, Course work, Oral assessment

<table>
<thead>
<tr>
<th>HSS131</th>
<th>Spanish Advanced: Language and Culture II</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.00 Credits</td>
<td>SPRING</td>
</tr>
<tr>
<td>Cannot be taken with:</td>
<td>HSS141C, HSS141H, HSS141M.</td>
</tr>
</tbody>
</table>

**Pre-Requisites:** HSS130.

**Aims/Description:** These linked modules HSS130 and HSS131, develop and consolidate skills acquired at A-level in the reception and production of written and spoken Spanish, providing opportunities to improve accuracy and authenticity of language produced. Four full-length texts are studied (two in each semester and which may include poetry, play, short story and novel) to prepare students for core and optional modules at level 2. One lecture per week provides an introduction to the institutions and cultures of Spain and Latin America.

Tutorials held twice a semester support study of materials covered in the larger classes.

**Staff Contact:** Dr Hayley Raba

**Restrictions:** Cannot be taken with HSS140

**Teaching Methods:** Lectures, Seminars, Tutorials, Independent Study

**Assessments:** Formal Exam, Course work, Oral assessment

<table>
<thead>
<tr>
<th>HSS140C</th>
<th>Spanish Beginners: Language and Culture I</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.00 Credits</td>
<td>AUTUMN</td>
</tr>
<tr>
<td>Cannot be taken with:</td>
<td>HSS130.</td>
</tr>
</tbody>
</table>

**Pre-Requisites:** A Level in a Modern Language, normally grade B.

**Aims/Description:** These linked modules HSS140 and HSS141 are designed to introduce the major structures of Spanish, to build basic vocabulary, and to develop elementary skills in the reception and production of both the written and spoken language. The language materials used provide an introduction to aspects of Hispanic culture and society. In addition to three hours of written language, students also receive one hour of oral tuition per week. Students will also study the culture and history of Spain and Latin America (1 hour lecture per week).

**Staff Contact:** Dr Pete Watt

**Restrictions:** Cannot be taken with HSS130

**Teaching Methods:** Lectures, Seminars, Independent Study

**Assessments:** Formal Exam, Oral assessment

<table>
<thead>
<tr>
<th>HSS141C</th>
<th>Spanish Beginners: Language and Culture II</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.00 Credits</td>
<td>SPRING</td>
</tr>
<tr>
<td>Cannot be taken with:</td>
<td>HSS191C, HSS131.</td>
</tr>
</tbody>
</table>

**Pre-Requisites:** HSS140C.

**Aims/Description:** These linked modules HSS140 and HSS141 are designed to introduce the major structures of Spanish, to build basic vocabulary, and to develop elementary skills in the reception and production of both the written and spoken language. The language materials used provide an introduction to aspects of Hispanic culture and society. In addition to three hours of written language, students also receive one hour of oral tuition per week. Students will also study the culture and history of Spain and Latin America (1 hour lecture per week).

**Staff Contact:** Dr Pete Watt

**Restrictions:** Cannot be taken with HSS131

**Teaching Methods:** Lectures, Seminars, Independent Study

**Assessments:** Formal Exam, Oral assessment

<table>
<thead>
<tr>
<th>HSS150</th>
<th>Introduction to Latin American History</th>
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<tbody>
<tr>
<td>10.00 Credits</td>
<td>AUTUMN</td>
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</tbody>
</table>

**Aims/Description:** This module provides a survey of some of the major developments in Latin America since 1492. It covers the European Conquest, the Colonial Period, the Slave Trade, Independence, the Mexican and Cuban Revolutions, US/Latin American relations and key political, social and historical dynamics since 2000.

**Staff Contact:** Dr Peter Watt

**Restrictions:** This module cannot be taken by students registered for HSS130, HSS131, HSS140 or HSS141

**Teaching Methods:** Lectures, Independent Study

**Assessments:** Formal Exam

<table>
<thead>
<tr>
<th>HSS151</th>
<th>Introduction to Spanish History 1808-1975</th>
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<tr>
<td>10.00 Credits</td>
<td>SPRING</td>
</tr>
</tbody>
</table>

**Aims/Description:** This module surveys the major developments in Spanish history from the outbreak of the War of Independence in 1808 to the death of General Francisco Franco in 1975. It will examine changes in the political constitution of the Spanish state and outline the characteristics of each of the main historical periods.

**Staff Contact:** Sandra Henry

**Restrictions:** This module cannot be taken by students registered for HSS130, HSS131, HSS140 or HSS141

**Teaching Methods:** Lectures, Independent Study

**Assessments:** Formal Exam

<table>
<thead>
<tr>
<th>HSS180C</th>
<th>Portuguese Beginners: Language and Culture I</th>
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<tbody>
<tr>
<td>20.00 Credits</td>
<td>AUTUMN</td>
</tr>
<tr>
<td>Cannot be taken with:</td>
<td>HSS190.</td>
</tr>
</tbody>
</table>

**Pre-Requisites:** A good grade in a Modern Language.

**Aims/Description:** The linked modules HSS180 and HSS181, will focus on the acquisition of basic competences and grammatical principles of spoken and written Portuguese. Attention will be given to aural/oral skills through interactive teaching. Study materials will be introduced relevant to the diverse dimensions of the Lusophone world (Portuguese, Brazil, Africa, Asia).
6. Descriptions of Units (Modules) of Study

**Staff Contact:** C Ramos Villar  
**Teaching Methods:** Seminars, Independent Study  
**Assessments:** Formal Exam, Course work, Oral assessment

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Year</th>
<th>Pre-Requisites</th>
<th>Staff Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS180C</td>
<td>Portuguese Beginners: Language and Culture I</td>
<td>20.00</td>
<td>SPRING</td>
<td>HSS180C.</td>
<td>Staff Contact: C Ramos Villar</td>
</tr>
<tr>
<td>HSS181C</td>
<td>Portuguese Beginners: Language and Culture II</td>
<td>20.00</td>
<td>SPRING</td>
<td>HSS180C.</td>
<td>Staff Contact: C Ramos Villar</td>
</tr>
<tr>
<td>HSS190C</td>
<td>Catalan Beginners: Language and Culture</td>
<td>20.00</td>
<td>Academic Year</td>
<td></td>
<td>Staff Contact: C Ramos Villar</td>
</tr>
<tr>
<td>HSS191C</td>
<td>Catalan Beginners: Language and Culture</td>
<td>20.00</td>
<td>Academic Year</td>
<td></td>
<td>Staff Contact: C Ramos Villar</td>
</tr>
<tr>
<td>HST114</td>
<td>Pagans, Christians and Heretics in Medieval Europe</td>
<td>20.00</td>
<td>SPRING</td>
<td></td>
<td>Staff Contact: Dr Phil McCluskey</td>
</tr>
<tr>
<td>HST115</td>
<td>The Disenchantment of the European World</td>
<td>20.00</td>
<td>AUTUMN</td>
<td></td>
<td>Staff Contact: Dr Phil McCluskey</td>
</tr>
</tbody>
</table>

**Aims/Description:**
- The course builds upon HSS180 Portuguese Beginners: Language and Culture I. Its aim is to continue to focus on the acquisition of basic competences and grammatical principles of spoken and written Portuguese. Attention will be given to aural/oral skills through interactive teaching. Materials relevant to contemporary Lusophone culture and society will also be studied.
- The module provides the basis for rapid acquisition of oral and written skills, through an introduction to basic syntax. The 'Catalan Question' is situated in a Hispanic and European context through analysis of some key cultural and political texts.
- This module facilitates progress from passive to active competence in Catalan. Classroom work on communication skills is conducted mainly in Catalan, while study of the 'Catalan Question' sets the present-day situation of the Paísos Catalans against the background of developments in cultural and political self-affirmation during the 20th century.
- This module explores the fundamental shifts in mental attitudes and public behaviour that occurred in Europe between the age of the Reformation and the age of the Enlightenment. The central focus of the course will be the examination of the supernatural - religious beliefs, but also witchcraft and magic. You will explore the changing ways in which beliefs impinged on people's lives at various social levels. You will also have an opportunity to study the impact on people's world views of such changes as rising literacy, urbanisation, state formation and new discoveries about the natural world. All these will be investigated in the institutional contexts of state and church and the ways in which they sought to channel and mould beliefs and behaviour. This module enables you to understand how the early modern period is distinctive from and links medieval and later modern historical studies.

**HST112 | Paths from Antiquity to Modernity | 20.00 | AUTUMN | | Staff Contact: C Ramos Villar |

**Aims/Description:**
- The aim of this module is to introduce you to the broad structures of Western history from the end of the Roman Empire to the present day. It provides students intending to take History Single or Dual Honours degree modules with a common framework for the more detailed modules that you will be studying at Levels Two and Three. At the same time, it provides non-historians with a fundamental appraisal of the shape of the past, to which courses in other departments will readily relate. Our aim is to equip you with an understanding of the periodisation of western history and of the major transitions in the process of modernisation. In the process, you will become more critically aware of the essential conceptual tools that modern historians readily use to analyse the past. The module aims to provide the essential training in the skills and methods needed for University level historical study.
6. Descriptions of Units (Modules) of Study

HST117 The Making of the Twentieth Century
20.00 Credits SPRING

Aims/Description: This course looks back at key developments in the political, social and cultural history of the twentieth century. Its aim is to broaden students' views of twentieth-century history by highlighting the ways in which barbarism and civilising forces went hand in hand in forging twentieth-century history. Rather than proceeding purely chronologically, this module focuses on a series of key themes that have shaped twentieth-century history, such as, for example, globalisation and fragmentation; revolutions; the political, social and cultural history of war; and democracy and mass politics. Each topic is introduced by a series of four lectures given by a subject specialist. An accompanying seminar programme allows for the in-depth discussion of specific issues and case studies.

Staff Contact: Dr Caoimhe Nic Dhaibheid
Teaching Methods: Lectures, Seminars, Tutorials, Independent Study
Assessments: Formal Exam, Course work, Oral performance in seminars

HST119 The Transformation of Britain, 1800 to the Present
20.00 Credits SPRING

Aims/Description: This module explores the central political, social, economic, cultural and diplomatic developments that have transformed Britain since 1800. Unlike most of its European neighbours, Britain did not experience dramatic moments of revolution, constitution-building, invasion or military defeat; indeed the belief that the nation was set on a course of gradual evolutionary progress was central to many versions of British identity. This course examines how, when and why change occurred in Britain. Key themes include the transition to mass democracy; the impact of industrialisation; shifts in social relationships based on class, gender and ethnicity; and the rise and fall of Britain as an imperial power.

Staff Contact: Dr Julie Gottlieb
Teaching Methods: Lectures, Seminars, Tutorials, Independent Study
Assessments: Formal Exam, Course work, Oral performance in seminars

INF105 Introduction to Chemoinformatics
10.00 Credits SPRING

Aims/Description: This unit introduces students to the subject of chemoinformatics and provides the foundation upon which subsequent informatics and chemoinformatics units build. Thus the unit introduces the basic principles of chemoinformatics techniques and the computer handling of chemical information and the role of those techniques in the drug discovery process. Computer laboratory practical classes are used to demonstrate these principles.

Staff Contact: Prof Val Gillet
Teaching Methods: Lectures, Laboratory work, Independent Study
Assessments: Course work, Reflective piece on group work

JNL107 Tabloid Journalism
10.00 Credits SPRING

Aims/Description: Tabloid Journalism introduces students to the lively and contentious debates concerning the development, character, social and cultural implications and political economy of the various forms of tabloid journalism in the UK. More specifically the module examines: (1) the historical emergence of this form of journalism; (2) the implications of tabloid journalism for news in general; (3) the news values of tabloid journalism; (4) tabloid genres; (5) the market and the media; (6) case studies including the representation of nation, history, outsiders and gender.

Teaching Methods: Lectures, Independent Study
Assessments: Formal Exam

JNL109 Ethics and Journalism
10.00 Credits SPRING

Aims/Description: This lecture-only module provides an introduction to ethics in relation to the practice of journalism, including ethical dilemmas, codes of conduct, and systems of regulation. Issues covered include privacy, objectivity, and the public interest. There is a focus on the UK although international examples will be included as appropriate.

Staff Contact: Mr Tony Harcup
Teaching Methods: Lectures, Independent Study
Assessments: Formal Exam

JNL110 Current Debates in Broadcasting
10.00 Credits AUTUMN

Aims/Description: This module explores the role and responsibility of broadcast journalists in the twenty-first century. It introduces some of the key political, cultural and social themes relating to the contemporary broadcast media and considers the implications of the process of digitalisation and its impact on the future of broadcasting. The module considers current broadcasting policy and addresses some of the debates relating to particular types of broadcast output and their regulation.

Teaching Methods: Lectures, Independent Study
Assessments: Formal Exam

JNL113 Introduction to Journalism Studies
10.00 Credits AUTUMN

Aims/Description: This module introduces students to the key literature that addresses the products and processes of journalism in all its platforms. It provides a forum for discussion of the concepts that inform the analysis of journalism, including the relationship between politics and journalism, the significance of media ownership, the influence of technology on journalism and the contemporary challenges to journalism. The module will be organised in such a way as to allow students time to consider issues at length through discussions and class exercises. Students will be encouraged to reflect on issues raised across modules and lectures and apply these in the context of their own reading and immediate experiences as students and practitioners of journalism.

Staff Contact: Amanda Sewell
Teaching Methods: Seminars, Independent Study
Assessments: Course work, Presentation

LSC111 What is Landscape Architecture?
10.00 Credits AUTUMN

Aims/Description: This module aims to give students a broad introduction to the discipline of Landscape Architecture and its relationship to the environment. It will introduce a historical context in which the landscape profession has evolved through examples. It will introduce landscape design theory and process,
6. Descriptions of Units (Modules) of Study

and will identify how different landscapes can be critically evaluated. Guest speakers will discuss the role of the Landscape Architecture in both the private and public sector and their relationship with other landscape professionals. Contemporary environmental issues and their impact upon the profession will also be explored.

Restrictions: Restricted to students studying ARCU01, TRPU01, TRPU02, TRPU03, LSCU02, LSCU08
Teaching Methods: Lectures, Independent Study
Assessments: Formal Exam
Notes: This module forms part of a course accredited by the Landscape Institute

MAT1220 Introduction to Materials Properties
10.00 Credits SPRING
Aims/Description: This unit considers materials properties as the link between what is done to a material and how the material responds and hence discusses linking properties to devices and structures. In particular:


The unit aims are to:

- develop an understanding of the underpinning theories used to explain the interactions of light and matter;
- use these concepts to provide an understanding of the selection of appropriate functional materials for current and new applications, and the appropriate design of systems based on the materials.

Staff Contact: Professor D C Sinclair
Teaching Methods: Lectures, Tutorials, Problem solving, Laboratory work, Independent Study
Assessments: Formal Exam, Lab work, 3 Problem Sheets (Optical, Magnetic, Electrical)

MAT1410 Biomaterials I
10.00 Credits AUTUMN
Aims/Description: This module introduces the three states of matter concentrating on gases and solids. Gases are first introduced through the empirical gas laws leading to the concept of the ideal gas and the ideal gas equation of state and progressing to more realistic gas equations of state. Basic thermodynamic concepts are covered such as work, heat, internal energy, specific heat, enthalpy, entropy and free energy. Solids are first introduced via their elastic properties moving onto how modes of failure: stress concentrations, dislocations, ductility and creep. Throughout the emphasis is on linking the macroscopic properties with the microstructural and atomic level.

Staff Contact: Dr K Travis
Teaching Methods: Lectures, Problem solving, Laboratory work, Independent Study
Assessments: Formal Exam, Lab work

MAT1600 Introduction to Structural Materials Engineering
10.00 Credits AUTUMN
Aims/Description: This lecture course focuses on materials for structural applications, and covers all the main classes of materials (ceramics, metals, polymers, natural materials and composites), describing the properties that they show, the root cause of their properties, the structure, and how we can affect this by processing to get the properties we want. The course will also introduce some ways that the best material for a purpose can be selected.

Staff Contact: Dr Russell Goodall
Teaching Methods: Lectures, Problem solving, Laboratory work, Independent Study
Assessments: Formal Exam, Lab work
6. Descriptions of Units (Modules) of Study

Mechanical properties to supplement MAT1630 focusing on Hookeian and non-Hookeian elasticity; failure, stress concentrations, dislocations, ductility, damage accumulation and creep; accidents and design against failure. Here, the aim is to present key mechanical properties that relate more specifically to aerospace applications.

**Staff Contact:** Professor Panos Tsakiropoulos  
**Teaching Methods:** Lectures, Problem solving, Independent Study  
**Assessments:** Formal Exam, Lab work, Semester 1 Assessment 10%, Semester 2 Assessment 5%

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBB161</td>
<td>Biochemistry</td>
<td>20.00</td>
<td>Academic Year</td>
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<tr>
<td></td>
<td>Aims/Description: This unit examines the molecules that carry out and control all the chemical reactions in biological cells. The basic chemical concepts underlying the structures of biomolecules are covered, together with the functions and mechanisms of action of biomolecules and the interplay of metabolic pathways. The regulation of these pathways is addressed as well as cellular signalling and the important role and structure of biomembranes. These processes are set in the context of the molecular details of the cellular cytoskeleton and the energetics of the system through consideration of the thermodynamics and kinetics of enzyme driven reactions. The molecular basis of cancer is introduced.</td>
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</tbody>
</table>
|             | Staff Contact: Dr John Rafferty  
|             | Teaching Methods: Lectures, Problem solving, Independent Study  
|             | Assessments: Formal Exam, Course work |

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Academic Year</th>
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</thead>
<tbody>
<tr>
<td>MBB162</td>
<td>Genetics</td>
<td>20.00</td>
<td>Academic Year</td>
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</tbody>
</table>
|             | Pre-Requisites: A-level Biology grade C or equivalent  
|             | Aims/Description: This unit introduces the principles of genetics and considers the application of these principles to diverse aspects of biology and human welfare. The genetic systems of higher organisms and microbes are described, including mechanisms of gene transmission and genetic exchange, mutation, and gene mapping. Human examples are stressed where appropriate. Applications include fundamental studies in other biological disciplines, such as evolutionary and developmental biology, as well as topics more directly concerning human welfare, such as the genetic and biochemical bases of inherited disorders, prenatal diagnosis, genetic counselling, gene therapy, and the genetic basis of antibiotic resistance in bacteria. |
|             | Staff Contact: Professor Roger Anderson  
|             | Teaching Methods: Lectures, Problem solving, Independent Study  
|             | Assessments: Formal Exam, Course work |

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<th>Course Code</th>
<th>Course Title</th>
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<th>Academic Year</th>
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<tbody>
<tr>
<td>MBB163</td>
<td>Microbiology</td>
<td>20.00</td>
<td>Academic Year</td>
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</tbody>
</table>
|             | Pre-Requisites: A-level Biology grade C or equivalent  
|             | Aims/Description: The unit is an introduction to the broad subject area of microbiology. Topics covered will include a comparison of prokaryotic and eukaryotic cell structure; the concept of the three domains of life; conventional and molecular taxonomy; bacterial biodiversity; origin of life; environmental microbiology; fungi, bacteria, viruses as pathogens; antibiotic resistance; possible roles for microorganisms in cancer; diversity of viruses; metabolic diversity; eukaryotic microorganisms; microbial biotechnology. The final 20% of the unit will cover the principles of immunity, including cellular and molecular components of the immune system and integration of the immune system. |
|             | Staff Contact: Dr Jim Gilmour  
|             | Teaching Methods: Lectures, Problem solving, Independent Study  
|             | Assessments: Formal Exam, Course work |

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Academic Year</th>
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</thead>
<tbody>
<tr>
<td>MBB164</td>
<td>Molecular Biology</td>
<td>20.00</td>
<td>Academic Year</td>
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<tr>
<td></td>
<td>Aims/Description: This unit provides an introduction to molecular biology, and is focused on how cells store and express genetic information, together with the application of this knowledge to genetic engineering. Although the fundamental nature of the biological processes of replication, transcription and translation are universal in living systems, mechanistic differences between these processes in bacteria and in higher organisms will be highlighted. The ability to manipulate genetic information is central to molecular biology research, and technologies involved in isolating, characterising and functionally analysing genes will be reviewed.</td>
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</tbody>
</table>
|             | Staff Contact: Dr Phil Mitchell  
|             | Teaching Methods: Lectures, Problem solving, Independent Study  
|             | Assessments: Formal Exam, Course work |

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Academic Year</th>
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<tbody>
<tr>
<td>MDL103</td>
<td>Introduction to European Cinema</td>
<td>20.00</td>
<td>Academic Year</td>
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<td></td>
<td>Aims/Description: An overview of the theory and practice of Cinema in European languages other than English from its origins to the present day. The module will provide an introduction to film analysis and a general introduction to cinematic technique and history from early silent cinema to contemporary film. Attention will be given to technical developments, questions of genre and artistic movements, and the relationship between cinema and socio-political developments. Topics will include the Russian avant-garde, German expressionism, the French New Wave and Latin American Cinema.</td>
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</tbody>
</table>
|             | Staff Contact: Professor Craig Brandist  
|             | Teaching Methods: Seminars, Independent Study  
|             | Assessments: Formal Exam, Course work |

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MDL104</td>
<td>Introductory Linguistics for Modern Languages</td>
<td>20.00</td>
<td>Academic Year</td>
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<td></td>
<td>Aims/Description: This module provides students with an overview of key topics in the field of linguistics, with an emphasis on the structure of modern European languages and the social contexts in which they are used. The module starts by introducing students to the structural aspects of language and then moves on to explore sociolinguistic topics. Attention will be given to sound systems, linguistic structures, language variation, and the complex relationship between language and social life. Topics will include phonology, morphology, syntax, semantics, language variation, pragmatics and sociolinguistics.</td>
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|             | Staff Contact: Dr K Horner & Dr P O'Neil  
|             | Teaching Methods: Seminars, Independent Study  
|             | Assessments: Formal Exam, Course work |
Aims/Description: The module provides an introduction to the methods and practice of engineering design. The students gain experience of the design process through the design, build and testing of a device that fulfils a specified function. Provision is made for development of ‘hands-on’ manufacturing skills. Understanding customer needs, marketing, and enterprise is also covered.

Staff Contact: Prof. R Lewis
Restrictions: Restricted to students registered for a programme of study within the Faculty of Engineering
Teaching Methods: Lectures, Laboratory work, Independent Study
Assessments: Design Project: 70%, Marketing Project: 30%
Notes: Part of the Accreditation by the Institution of Mechanical Engineers.

MEC119 Design Skills
10.00 Credits SPRING
Aims/Description: The course aims to provide an introduction to engineering design and material selection so as to avoid component failure. The approach taken is a product dissection through which the students gain hands-on experience of an engineering artefact/product, tightly integrated with a lecture course on engineering design and materials. Students perform a functional analysis of all parts of their artefact (selected from a micro-scooter, a tennis racquet and an electric drill). Supported by the lecture material and following introduction to the Cambridge Engineering Materials Selector software, the students learn how to make the assumptions needed to conduct a simple analysis of potential failure through tension/compression and bending loads which their artefact would experience in use. Environmental considerations for the materials used are included, and the risk of failure is assessed using a Failure Mode and Effects Analysis. The course concludes with preparation of a display board showing the dismantled product, surrounded by analysis of its construction, materials and potential failure points, and the students give a brief presentation on what they have learnt. Practical work is assessed on a group basis, while individual learning is assessed by exam.

Staff Contact: Dr. D J Fletcher
Restrictions: Restricted to students registered for Programmes of Study in the Department of Mechanical Engineering and IPO
Teaching Methods: Lectures, Laboratory work, Independent Study
Assessments: Formal Exam, Lab work, Peer assessment 5%; Group exercise 5%
Notes: Part of the IMechE accredited course

MLT101BC French 1A
10.00 Credits SPRING
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 36 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 64 hours of private study. Teaching will be delivered predominantly in the foreign language.

Staff Contact: Dr Laurent Semichon
Restrictions: Students with grades A*, A or B in GCSE French may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

MLT102C French 1B
10.00 Credits SPRING
Pre-Requisites: For students with no previous knowledge or with grade D/E at GCSE French 1A or GCSE B/C in French or equivalent.
Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT101. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary of approximately 1,000 words, enabling them to communicate fluently in a variety of everyday situations. Learners will attain a level of linguistic proficiency approximately equivalent to that required to obtain a grade A at GCSE. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study.

Staff Contact: Dr Laurent Semichon
Restrictions: Students with A*, A in GCSE French or equivalent may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 67 hours of private study. Teaching will be delivered predominantly in the foreign language.

Staff Contact: Dr Minerva Sirera-Trull
Restrictions: Students with grades A*, A or B in GCSE Spanish may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
Notes This module may NOT be taken by students with a qualification in Spanish.

MLT103BC Spanish 1A
10.00 Credits SPRING
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 36 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 64 hours of private study. Teaching will be delivered predominantly in the foreign language.

Staff Contact: Dr Minerva Sirera-Trull
Restrictions: Students with grades A*, A or B in GCSE Spanish may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
Notes This module may NOT be taken by students with a qualification in Spanish.

MLT104C Spanish 1B
10.00 Credits SPRING
Pre-Requisites: Spanish 1A or GCSE Spanish B/C or equivalent.
Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT103. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary of approximately 1,000 words, enabling them to communicate fluently in a variety of everyday situations. Learners will attain a level of linguistic proficiency approximately equivalent to that required to obtain a grade A at GCSE. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study.

Staff Contact: Dr Minerva Sirera-Trull
Restrictions: Students with A*, A GCSE in Spanish or equivalent may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: Independent Study Record, In-Class Speaking Test, Formal Written Examination

MLT105AC German 1A
10.00 Credits AUTUMN
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 67 hours of private study. Teaching will be delivered predominantly in the foreign language.

Staff Contact: Mandy Poetzsch
Restrictions: Students with grades A*, A in GCSE German may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: Independent Study Record, Formal Written Examination
Notes This module may NOT be taken by students with a qualification in German.

MLT105BC German 1A
10.00 Credits SPRING
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 36 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 64 hours of private study. Teaching will be delivered predominantly in the foreign language.

Staff Contact: Mandy Poetzsch
Restrictions: Students with grades A*, A in GCSE German may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
Notes This module may NOT be taken by students with a qualification in German.

MLT106C German 1B
10.00 Credits SPRING
Pre-Requisites: German 1A or German GCSE B/C or equivalent.
Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT105. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary of approximately 1,000 words, enabling them to communicate fluently in a variety of everyday situations. Learners will attain a level of linguistic proficiency approximately equivalent to that required to obtain a grade A at GCSE. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours of class contact (in tutorial
6. Descriptions of Units (Modules) of Study

MLT107AC Italian 1A
10.00 Credits AUTUMN
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, full out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 67 hours of private study. Teaching will be delivered predominantly in the foreign language.

Staff Contact: Alessia Brighi
Restrictions: Students with grades A*, A in GCSE Italian may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

Notes: This module may NOT be taken by students with a qualification in Italian.

MLT107BC Italian 1A
10.00 Credits SPRING
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, full out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 36 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 64 hours of private study. Teaching will be delivered predominantly in the foreign language.

Staff Contact: Alessia Brighi
Restrictions: Students with grades A*, A or B in GCSE Italian may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

Notes: This module may NOT be taken by students with a qualification in Italian.

MLT108C Italian 1B
10.00 Credits SPRING
Pre-Requisites: Italian 1A or Italian GCSE B/C or equivalent.
Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT107. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary of approximately 1,000 words, enabling them to communicate fluently in a variety of everyday situations. Learners will attain a level of linguistic proficiency approximately equivalent to that required to obtain a grade A at GCSE. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions and physical sensations; give simple instructions; say what they can, must or would like to do. The module will consist of 36 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study.

Staff Contact: Dr Minerva Sirera-Trull
Assessments: class tests totalling 3 hours
6. Descriptions of Units (Modules) of Study

MLT115AC  Tandem Learning Module Stage 3A
English/Czech
10.00 Credits  AUTUMN
Pre-Requisites: A level or equivalent.
Aims/Description: Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. Students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.
Staff Contact: Lesley Walker MLTC
Restrictions: Dependent upon availability of Native Language partners
Teaching Methods: Seminars, counselling sessions, Tandem Sessions
Assessments: Diary, Speaking test, Self Assessment, Tandem Partner Assessment, Tutor Assessment

MLT115BC  Tandem Learning Module Stage 3B
English/Czech
10.00 Credits  SPRING
Pre-Requisites: A level or equivalent.
Aims/Description: Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. Students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.
Staff Contact: Lesley Walker MLTC
Restrictions: Dependent upon availability of Native Language partners
Teaching Methods: Lectures, Counselling Sessions, Tandem Sessions
Assessments: Diary, Speaking test, Self Assessment, Tandem Partner Assessment, Tutor Assessment

MLT116BC  Stage 1B Latin
10.00 Credits  SPRING
Pre-Requisites: For students with grade C/D/E at GCSE Latin or 1A Latin or equivalent.
Aims/Description: The module is a continuation of Stage 1A Latin. The module continues with the study of the language and elements of the culture and literature of ancient Rome. Students will deepen their awareness of the workings of grammar and syntax, and develop the ability to manipulate the language fluently. The module will also continue to develop knowledge and application of grammatical usage and the work on derivations from Latin in English and/or Romance languages.
Staff Contact: Alessia Brighi MLTC
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

MLT117C  Beginners Greek A
10.00 Credits  AUTUMN
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 66 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will be through class tests.
Staff Contact: Mrs Lesley Walker
Restrictions: Students with grades A*, A or B in GCSE Greek may not take this module
Teaching Methods: Seminars. Formal teaching will be supplemented by more informal group and pair work. Independent study will be supported by materials on MOLE.
Assessments: Class Tests

MLT117H  Beginners Greek A
10.00 Credits  AUTUMN
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 66 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will be through class tests.
6. Descriptions of Units (Modules) of Study

MLT117I

Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 66 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will be through class tests.

Staff Contact: Mrs Lesley Walker
Restrictions: Students with grades A*, A or B in GCSE Greek may not take this module
Teaching Methods: Seminars. Formal teaching will be supplemented by more informal group and pair work. Independent study will be supported by materials on MOLE.
Assessments: Class Tests

MLT117M

Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 66 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will be through class tests.

Staff Contact: Mrs Lesley Walker
Restrictions: Students with grades A*, A or B in GCSE Greek may not take this module
Teaching Methods: Seminars. Formal teaching will be supplemented by more informal group and pair work. Independent study will be supported by materials on MOLE.
Assessments: Class Tests

MLT118I

Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT117. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary enabling them to communicate fluently in a variety of everyday situations. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests and coursework.

Staff Contact: Lesley Walker MLTC
Restrictions: Students with A*, A in GCSE French or equivalent may not take this module
Teaching Methods: Seminars. Formal teaching will be supplemented by more informal group and pair work. Independent study will be supported by materials on the MOLE site.
Assessments: Class Tests
MLT118M Beginners Greek B

10.00 Credits SPRING

Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT117. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary enabling them to communicate fluently in a variety of everyday situations. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests and coursework
Staff Contact: Lesley Walker MLTC
Restrictions: Students with A*, A in GCSE French or equivalent may not take this module
Teaching Methods: Seminars. Formal teaching will be supplemented by more informal group and pair work. Independent study will be supported by materials on the MOLE site.
Assessments: Class Tests

MLT120AC Intercultural Awareness with a Language

10.00 Credits AUTUMN

Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop intercultural awareness and a basic or intermediate knowledge of a foreign language (learners choose from Beginners Italian, Beginners Spanish or Post-GCSE French). Delivery is through a range of online activities. This module will develop students' reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.
Staff Contact: Alessia Brighi
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

MLT120AH Intercultural Awareness with a Language

10.00 Credits AUTUMN

Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop intercultural awareness and a basic or intermediate knowledge of a foreign language (learners choose from Beginners Italian, Beginners Spanish or Post-GCSE French). Delivery is through a range of online activities. This module will develop students' reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.

MLT120AM Intercultural Awareness with a Language

10.00 Credits AUTUMN

Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop intercultural awareness and a basic or intermediate knowledge of a foreign language (learners choose from Beginners Italian, Beginners Spanish or Post-GCSE French). Delivery is through a range of online activities. This module will develop students' reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.

MLT120BC Intercultural Awareness with a Language

10.00 Credits SPRING

Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop intercultural awareness and a basic or intermediate knowledge of a foreign language (learners choose from Beginners Italian, Beginners Spanish or Post-GCSE French). Delivery is through a range of online activities. This module will develop students' reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.

MLT120BH Intercultural Awareness with a Language

10.00 Credits SPRING

Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop intercultural awareness and a basic or intermediate knowledge of a foreign language (learners choose from Beginners Italian, Beginners Spanish or Post-GCSE French). Delivery is through a range of online activities. This module will develop students' reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.

MLT120BI Intercultural Awareness with a Language

10.00 Credits SPRING

Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop intercultural awareness and a basic or intermediate knowledge of a foreign language (learners choose from Beginners Italian, Beginners Spanish or Post-GCSE French). Delivery is through a range of online activities. This module will develop students' reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.

MLT120BM Intercultural Awareness with a Language

10.00 Credits SPRING

Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop intercultural awareness and a basic or intermediate knowledge of a foreign language (learners choose from Beginners Italian, Beginners Spanish or Post-GCSE French). Delivery is through a range of online activities. This module will develop students' reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.
6. Descriptions of Units (Modules) of Study

reflexivity, equipping them with skills to help them operate more effectively in a multi-cultural/international environment, including university and the workplace, whether in the UK or another country.

MLT125AH  Beginners Spanish Online A
10.00 Credits  AUTUMN
Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop a basic knowledge of Spanish. Delivery is through a range of online learning activities consolidated by 3 face-to-face language classes on three separate evenings at intervals during the semester. This module will develop students' writing and speaking skills to help them operate in Spanish speaking communities throughout the world.

MLT125AM  Beginners Spanish Online A
10.00 Credits  SPRING
Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop a basic knowledge of Spanish. Delivery is through a range of online learning activities consolidated by 3 face-to-face language classes on three separate evenings at intervals during the semester. This module will develop students' writing and speaking skills to help them operate in Spanish speaking communities throughout the world.

MLT125BC  Beginners Spanish Online A
10.00 Credits  SPRING
Aims/Description: Of relevance to students from all disciplines and levels, this module aims to develop a basic knowledge of Spanish. Delivery is through a range of online learning activities consolidated by 3 face-to-face language classes on three separate evenings at intervals during the semester. This module will develop students' writing and speaking skills to help them operate in Spanish speaking communities throughout the world.

Staff Contact: Dr Minerva Sirera-Trull
Seminars, Independent Study
Assessments: class tests totalling 3 hours

MLT130I  Beginners Modern Irish A
10.00 Credits  AUTUMN
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 66 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will be through class tests.

Staff Contact: Lesley Walker
Restrictions: Students with grades A*, A - C in GCSE or equivalent in Modern Irish may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

MLT130M  Beginners Modern Irish A
10.00 Credits  AUTUMN
Aims/Description: The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 33 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 66 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will be through class tests.

Staff Contact: Ms Lesley Walker
Restrictions: Students with grades A*, A - C in GCSE Modern Irish or equivalent may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

MLT131C  Beginners Modern Irish B
10.00 Credits  SPRING
Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT117. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary enabling them to communicate fluently in a variety of everyday situations. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests and coursework.

Staff Contact: Ms Lesley Walker
Restrictions: Students with A*, A in GCSE Modern Irish or equivalent may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

MLT131H  Beginners Modern Irish B
10.00 Credits  SPRING
Aims/Description: The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT117. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary enabling them to communicate fluently in a variety of everyday situations. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests and coursework.

Staff Contact: Ms Lesley Walker
Restrictions: Students with A*, A in GCSE Modern Irish or equivalent may not take this module
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
6. Descriptions of Units (Modules) of Study

**MLT131I  Beginners Modern Irish B**

10.00 Credits  SPRING

**Aims/Description:** The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT130I. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary enabling them to communicate fluently in a variety of everyday situations. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests and coursework.

**Staff Contact:** Ms Lesley Walker

**Restrictions:** Students with A*, A in GCSE Modern irish or equivalent may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** class tests totalling 3 hours

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**MLT131M  Beginners Modern Irish B**

10.00 Credits  SPRING

**Aims/Description:** The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT130M. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary enabling them to communicate fluently in a variety of everyday situations. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions, and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests and coursework.

**Staff Contact:** Ms Lesley Walker

**Restrictions:** Students with A*, A in GCSE Modern Irish or equivalent may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** class tests totalling 3 hours

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**MLT132AC  Portuguese - Beginners A**

10.00 Credits  AUTUMN

**Aims/Description:** The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 36 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 64 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will through class tests.

**Staff Contact:** Dr Laurent Semichon

**Restrictions:** Students with grades A*, A or B in GCSE Portuguese may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Oral exam in class

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**MLT132BC  Portuguese - Beginners A**

10.00 Credits  SPRING

**Aims/Description:** The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 36 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 64 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will through class tests.

**Staff Contact:** Dr Laurent Semichon

**Restrictions:** Students with grades A*, A or B in GCSE Portuguese may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Oral exam in class

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**MLT133C  Portuguese - Beginners B**

10.00 Credits  SPRING

**Aims/Description:** The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT103. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary of approximately 1,000 words, enabling them to communicate fluently in a variety of everyday situations. Learners will attain a level of linguistic proficiency approximately equivalent to that required to obtain a grade A at GCSE. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions and physical sensations; give simple instructions; say what they can, must, or would like to do. The

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**MLT133D  Portuguese - Beginners C**

10.00 Credits  AUTUMN

**Aims/Description:** The aim of this module is to provide an introductory grounding in the practical language skills a learner would be likely to deploy during a brief visit to a foreign country. Primary emphasis will be placed on understanding and using the spoken language, but students will also be expected to perform straightforward reading and writing tasks, involving the ability to comprehend simple notices and instructions, fill out short forms and make brief notes. Basic aspects of grammar will also be introduced and rehearsed. The module will comprise 36 hours of class contact (mainly in tutorial groups of 16-20). Students will be expected to undertake approximately 64 hours of private study. Teaching will be delivered predominantly in the foreign language. Assessment will through class tests.

**Staff Contact:** Dr Laurent Semichon

**Restrictions:** Students with grades A*, A or B in GCSE Portuguese may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Oral exam in class
module will consist of 36 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study.

**Staff Contact:** Dr Paddy Scott

**Restrictions:** Students with A*, A GCSE in Portuguese or equivalent may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Speaking in class tests

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**MLT133H**

**Portuguese - Beginners B**

10.00 Credits **SPRING**

**Aims/Description:** The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT103. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary of approximately 1,000 words, enabling them to communicate fluently in a variety of everyday situations. Learners will attain a level of linguistic proficiency approximately equivalent to that required to obtain a grade A at GCSE. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests.

**Staff Contact:** Dr Laurent Semichon

**Restrictions:** Students with A*, A GCSE in Portuguese or equivalent may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Speaking in class test

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**MLT133I**

**Portuguese - Beginners B**

10.00 Credits **SPRING**

**Aims/Description:** The aim of this module is to develop the basic knowledge and practical communicative skills acquired in MLT103. The main grammatical concepts, forms and structures will be introduced and rehearsed. Learners will acquire a vocabulary of approximately 1,000 words, enabling them to communicate fluently in a variety of everyday situations. Learners will attain a level of linguistic proficiency approximately equivalent to that required to obtain a grade A at GCSE. On completing the course, they should be able to: talk about actions in the past and immediate future; ask for exactly what they want in shops, offices and hotels; express likes, dislikes, emotions and physical sensations; give simple instructions; say what they can, must, or would like to do. The module will consist of 36 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of private study. Assessment will be through class tests.

**Staff Contact:** Dr Laurent Semichon

**Restrictions:** Students with A*, A GCSE in Portuguese or equivalent may not take this module

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Speaking in class test

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**MLT154C**

**Spanish - Post-Beginners B**

10.00 Credits **SPRING**

**Aims/Description:** The module is intended for students with a sound and practical experience of second-language acquisition wishing to start learning Italian in an intensive manner for educational, professional and recreational purposes. With five contact hours per week, the module aims to provide students with a solid foundation in the basic grammatical structures of the target language and to develop the essential communicative competence and cultural knowledge required to operate effectively at an elementary level when interacting orally or in writing with native speakers. Particular emphasis is set on developing independent language and cultural learning skills through regular, semi-guided homework. Upon successful completion of the module, students should be able to perform at level A2(Basic User) of the Common European Framework for Languages.

**Staff Contact:** Alessia Brighi

**Teaching Methods:** Seminars, Laboratory work, Independent Study

**Assessments:** Formal Exam, 0% Independent Study Record (Reading and Listening tasks)

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**MLT201C**

**French 2A**

10.00 Credits **AUTUMN**

**Pre-Requisites:** GCSE grade A* or A in French or MLT102 or equivalent.

**Aims/Description:** This module aims to enable learners who are already fluent practical communicators to apply their language skills with greater accuracy and sophistication. Awareness of and ability to use key aspects of grammar (e.g. the perfect tense, direct and indirect object pronouns) will be consolidated and
6. Descriptions of Units (Modules) of Study

developed, and a range of complex grammatical forms and structures will be introduced (e.g. the imperfect and future tenses, relative and demonstrative pronouns). On completing the module, learners should be able to: recount and describe actions, experiences and events in the past; report the speech of others; plan future actions and discuss future events; obtain information by telephone and leave recorded messages; make comparisons and express preferences. The module will comprise 33 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 67 hours of monitored private study.

Staff Contact: Dr Laurent Semichon

Teaching Methods: Seminars, Independent Study

Assessments: class tests totalling 3 hours

MLT202C French 2B
10.00 Credits SPRING

Pre-Requisites: For students with French GCSE A*, MLT201, French AS Level D, or equivalent For students with French GCSE A*, MLT201, French AS Level D, or equivalent.

Aims/Description: The aim of this module is to develop further the linguistic proficiency and communicative competence acquired in MLT201. Grammar coverage will include complex and formal verb tenses (e.g. conditional), the use of the present participle, the passive and the subjunctive. On completing the course, learners should be able to demonstrate knowledge and skills equivalent to those required to obtain an good (grade C or better) A level result. The course will also seek to make students aware of contemporary developments in the culture and society of the target language. The specific needs and interests of students from different faculties will be taken into account in selecting course topics and materials. On completing the module, students should be able to: make formal written enquiries; recount events and describe processes in writing; express probability and hypothesis; make extended telephone calls; send e-mails and faxes. The module will comprise 36 hours of class contact (in tutorial groups of 16-20) plus a further 64 hours of monitored private study

Staff Contact: Dr Laurent Semichon

Teaching Methods: Seminars, Independent Study

Assessments: class tests totalling 3 hours

MLT203C Spanish 2A
10.00 Credits AUTUMN

Pre-Requisites: GCSE grade A* or A in Spanish or equivalent, or MLT104 or equivalent GCSE grade A* or A in Spanish or equivalent, or MLT104 or equivalent.

Aims/Description: This module aims to enable learners who are already fluent practical communicators to apply their language skills with greater accuracy and sophistication. Awareness of and ability to use key aspects of grammar (e.g. the perfect tense, direct and indirect object pronouns) will be consolidated and developed, and a range of complex grammatical forms and structures will be introduced (e.g. the imperfect and future tenses, relative and demonstrative pronouns). On completing the module, learners should be able to: recount and describe actions, experiences and events in the past; report the speech of others; plan future actions and discuss future events; obtain information by telephone and leave recorded messages; make comparisons and express preferences. The module will comprise 36 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of monitored private study.

Staff Contact: Dr Minerva Sirena-Trull

Teaching Methods: Seminars, Independent Study

Assessments: class tests totalling 3 hours

MLT204C Spanish 2B
10.00 Credits SPRING

Pre-Requisites: Spanish GCSE A*, Spanish A/S Level D or equivalent, or MLT203 or equivalent.

Aims/Description: The aim of this module is to develop further the linguistic proficiency and communicative competence acquired in MLT203. Grammar coverage will include complex and formal verb tenses (e.g. conditional and conditional perfect), the use of the present participle, the passive and the subjunctive. On completing the course, learners should be able to demonstrate knowledge and skills equivalent to those required to obtain a good (grade C or better) A level result. The course will also seek to make students aware of contemporary developments in

MLT205C German 2A
10.00 Credits AUTUMN

Pre-Requisites: GCSE grade A* or A in German, or MLT106 or equivalent.

Aims/Description: This module aims to enable learners who are already fluent communicators to apply their language skills with greater accuracy and sophistication. Awareness of and ability to use key aspects of grammar (e.g. the perfect tense, direct and indirect object pronouns) will be consolidated and developed, and a range of complex grammatical forms and structures will be introduced (e.g. the imperfect and future tenses, relative and demonstrative pronouns). On completing the module, learners should be able to: recount and describe actions, experiences and events in the past; report the speech of others; plan future actions and discuss future events; obtain information by telephone and leave recorded messages; make comparisons and express preferences. The module will comprise 36 hours of contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of monitored private study.

Staff Contact: Mandy Poetzsch

Teaching Methods: Seminars, Independent Study

Assessments: class tests totalling 3 hours

MLT206C German 2B
10.00 Credits SPRING

Pre-Requisites: German A/S level D or equivalent, or MLT205 or equivalent.

Aims/Description: The aim of this module is to develop further the linguistic proficiency and communicative competence acquired in MLT205. Grammar coverage will include complex and formal verb tenses (e.g. conditional perfect), the use of the present participle, the passive and the subjunctive. On completing the course, learners should be able to demonstrate knowledge and skills equivalent to those required to obtain a good (grade C or better) A level result. The course will also seek to make students aware of contemporary developments in
6. Descriptions of Units (Modules) of Study

the culture and society of the target language. The specific needs and interests of students from different faculties will be taken into account in selecting course topics and materials. On completing the module, students should be able to: make formal written enquiries, recount events and describe processes in writing; express opinions about the events or the actions of others; express probability and hypothesis; make extended telephone calls; send e-mails and faxes. The module will comprise 36 hours of class contact (in tutorial groups of 16-20) plus a further 64 hours of monitored private study.

**Staff Contact:** Mandy Poetzsch

**Teaching Methods:** Seminars, Independent Study

**Assessments:** class tests totalling 3 hours

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<th>MLT207C</th>
<th>Italian 2A</th>
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<td>Pre-Requisites</td>
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<td>Aims/Description:</td>
<td>This module aims to enable learners who are already fluent practical communicators to apply their language skills with greater accuracy and sophistication. Awareness of and ability to use key aspects of grammar (e.g. the perfect tense, direct and indirect pronouns) will be consolidated and developed, and a range of complex grammatical forms and structures will be introduced (e.g. the imperfect and future tenses, relative and demonstrative pronouns). On completing the module, learners should be able to: recount and describe actions, experiences and events in the past; report the speech of others; plan future actions and discuss future events; obtain information by telephone and leave recorded messages; make comparisons and express preferences. The module will comprise 36 hours of class contact (in tutorial groups of 16-20) and learners will be expected to undertake a further 64 hours of monitored private study.</td>
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<tr>
<td>Staff Contact:</td>
<td>Alessia Brighi</td>
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<tr>
<td>Teaching Methods:</td>
<td>Seminars, Independent Study</td>
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<td>Assessments:</td>
<td>class tests totalling 3 hours</td>
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<th>Italian 2B</th>
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<td>Pre-Requisites</td>
<td>SPRING</td>
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<tr>
<td>Aims/Description:</td>
<td>The aim of this module is to develop further the linguistic proficiency and communicative competence acquired in MLT207. Grammar coverage will include complex and formal verb tenses (e.g. conditional and conditional perfect), the use of the present participle, the passive and the subjunctive. On completing the course, learners should be able to demonstrate knowledge and skills equivalent to those required to obtain a good (grade C or better) A level result. The course will also seek to make students aware of contemporary developments in the culture and society of the target language. The specific needs and interests of students from different faculties will be taken into account in selecting course topics and materials. On completing the module, students should be able to: make formal written enquiries; recount events and describe processes in writing; express opinions about events or the actions of others; express probability and hypothesis; make extended telephone calls; send e-mail and faxes. The module will comprise 36 hours of class contact (in tutorial groups of 16-20) plus a further 64 hours of monitored private study. Assessment will be through class tests.</td>
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<tr>
<td>Staff Contact:</td>
<td>Alessia Brighi MLTC</td>
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<td>Teaching Methods:</td>
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<td>Assessments:</td>
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<th>MLT2116C</th>
<th>Post-Beginners' Latin A</th>
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<td>Pre-Requisites:</td>
<td>AUTumn</td>
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<tr>
<td>Aims/Description:</td>
<td>The module continues with the study of the language and elements of the culture and literature of ancient Rome, covered in the beginners 1 course. Students will deepen their awareness of the workings of grammar and syntax, and develop the ability to manipulate the language fluently. The module will also continue to develop knowledge and application of grammatical usage and the work on derivations from Latin in English and/or Romance languages.</td>
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<tr>
<td>Staff Contact:</td>
<td>Alessia Brighi</td>
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<tr>
<td>Teaching Methods:</td>
<td>Tutorials, Independent Study</td>
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<td>Formal Exam</td>
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<th>MLT2117C</th>
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<tr>
<td>Aims/Description:</td>
<td>The module is a continuation of Beginners 2 Latin (autumn). The module continues with the study of the language and elements of the culture and literature of ancient Rome. Students will deepen their awareness of the workings of grammar and syntax, and develop the ability to manipulate the language fluently. The module will also continue to develop knowledge and application of grammatical usage and the work on derivations from Latin in English and/or Romance languages.</td>
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<td>Teaching Methods:</td>
<td>Tutorials, Independent Study</td>
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<th>Spanish Consolidation</th>
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<td>Pre-Requisites:</td>
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<tr>
<td>Aims/Description:</td>
<td>The course aims to strengthen the communicative competence of learners, through study of texts based on contemporary social issues. Students will consolidate their understanding of contemporary Spain and Latin America through reading and listening to authentic texts. Students' communication skills will be developed through speaking and writing in Spanish. This will be supported by study of advanced grammatical structures. Much of the material will focus on contemporary social developments</td>
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<tr>
<td>Staff Contact:</td>
<td>Dr Minerva Sirena-Trull</td>
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<tr>
<td>Teaching Methods:</td>
<td>Seminars, Independent Study</td>
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<td>Assessments:</td>
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<td>Pre-Requisites:</td>
<td>SPRING</td>
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<tr>
<td>Aims/Description:</td>
<td>The course aims to develop further the communicative competence of learners, through study of texts based on contemporary social issues. Students will consolidate their understanding of contemporary Spain and Latin America through reading and listening to authentic texts. Students' communication skills will be developed through speaking and writing in Spanish. This will be supported by study of advanced grammatical structures. Much of the material will focus on contemporary social developments</td>
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<td>Seminars, Independent Study</td>
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<tr>
<td>Assessments:</td>
<td>class tests totalling 3 hours</td>
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</table>
6. Descriptions of Units (Modules) of Study

MLT217AC  Tandem Learning Module Stage 4
          French/English

10.00 Credits  AUTUMN

Pre-Requisites: A level plus one further year of study or equivalent.

Aims/Description: Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. At the start of the module, students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.

Staff Contact: Lesley Walker MLTC

Teaching Methods: Seminars, counselling sessions, Tandem Sessions

Assessments: Diary, Speaking test, Self/Peer/Tutor Assessment

MLT217BC  Tandem Learning Module Stage 4
          French/English

10.00 Credits  SPRING

Pre-Requisites: A level plus one further year of study or equivalent.

Aims/Description: Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. At the start of the module, students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.

Staff Contact: Dr Laurent Semichon

Teaching Methods: Tutorials, Independent Study

Assessments: Course work, presentation

MLT218AC  Tandem Learning Module Stage 4
          German/English

10.00 Credits  AUTUMN

Pre-Requisites: A level plus one further year of study or equivalent.

Aims/Description: Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. At the start of the module, students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.

Staff Contact: Isabel Díez MLTC

Teaching Methods: Tutorials, Independent Study

Assessments: Course work, presentation

MLT218BC  Tandem Learning Module Stage 4
          German/English

10.00 Credits  SPRING

Pre-Requisites: A level plus one further year of study or equivalent.

Aims/Description: Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. At the start of the module, students will exercise responsibility for the organisation of their
6. Descriptions of Units (Modules) of Study

own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.

Staff Contact: Isabel Díez MLTC

Teaching Methods: Tutorials, Independent Study

Assessments: Course work, presentation

MLT220BC  Tandem Learning Module Stage 4
Italian/English

10.00 Credits  SPRING

Pre-Requisites: A level plus one further year of study or equivalent A level plus one further year of study or equivalent.

Aims/Description: Students will be required to work in collaboration with a native speaker with whom they will communicate in the target language. At the start of the module, students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.

Staff Contact: Liz White MLTC

Teaching Methods: Seminars, counselling sessions, Tandem Sessions

Assessments: Diary, Speaking test, Self/Peer/Tutor Assessment

MLT221C  French Placement Preparation

10.00 Credits  SPRING

Pre-Requisites: MLT225, MLT260/MLT310 or equivalent.

Aims/Description: The aim is to provide linguistic, cultural and practical preparation to students on the point of undertaking an extended work placement or study exchange in Europe. Students will be expected to gather and present information on the organisation, city, or region in which they will be living, and on the relevant aspects of the culture and society of the country they will be visiting. They will be prepared for the tasks normally associated with spending a period in another country. On completion, they should be well acquainted with contemporary French society and institutions and should be able to carry out a broad range of practical and study-related tasks using the French language, including: securing a residence or work permit; travelling throughout France; arranging accommodation; registering for a course of study; opening a bank account; registering with and consulting a doctor; translating forms and other documents (e.g. birth and examination certificates); taking lecture and seminar notes, writing letters, reports and/or essays

Staff Contact: Lesley Walker MLTC

Restrictions: Available only to non-specialist students of languages in the semester prior to a placement abroad

Teaching Methods: Seminars, Tutorials, Problem Solving/Example Classes

Assessments: Project/Dissertation, Coursework

Notes Computer literacy advisable. Student wishing to take this module should consult the MLT staff contact before the start of the Spring Semester

MLT222C  German Placement Preparation

10.00 Credits  SPRING

Pre-Requisites: MLT264/MLT314 or equivalent.

Aims/Description: The aim is to provide linguistic, cultural and practical preparation to students on the point of undertaking an extended work placement or study exchange in Europe. Students will be expected to gather and present information on the organisation, city or region in which they will be living, and on relevant aspects of the culture and society of the country which they will be visiting. They will be prepared for the tasks normally associated with spending a period in another country. On completion, they should be well acquainted with contemporary German society and institutions and should be able to carry out a broad range of practical and study-related tasks using the German language, including: securing a residence or work permit; travelling throughout Germany; arranging accommodation, registering for a course of study; opening a bank account; registering with and consulting a doctor; translating forms and other documents (e.g. birth and examination certificates); taking lecture and seminar notes, writing letters, reports and/or essays

Staff Contact: Lesley Walker MLTC

Restrictions: Available only to non-specialist students of languages in the semester prior to a placement abroad

Teaching Methods: Seminars, Tutorials, Problem Solving/Example Classes

Assessments: Coursework

Notes Computer literacy advisable. Students wishing to take this module should consult the MLT staff contact before the start of the Spring Semester

MLT223C  Spanish Placement Preparation

10.00 Credits  SPRING

Pre-Requisites: MLT215,MLT262, MLT312 or equivalent.

Aims/Description: The aim is to provide linguistic, cultural and practical preparation to students on the point of undertaking an extended work placement or study exchange in Europe. Students will be expected to gather and present information on the organisation, city, or region in which they will be living, and on relevant aspects of the culture and society of the country they will be visiting. They will be prepared for the tasks normally associated with spending a period in another country. On completion, they should be well acquainted with contemporary Spanish society and institutions and should be able to carry out a broad range of practical and study-related tasks using the Spanish language, including: securing a residence or work permit; travelling throughout Spain; arranging accommodation; registering for a course of study; opening a bank account; registering with and consulting a doctor; translating forms and other documents (e.g. birth and examination certificates); taking lecture and seminar notes, writing letters and/or essays

Staff Contact: Isabel Díez MLTC

Restrictions: Available only to non-specialist students of languages in the semester prior to a placement abroad

Teaching Methods: Seminars, Tutorials, Problem Solving/Example Classes

Assessments: Coursework

Notes Computer literacy advisable. Students wishing to take this module should consult the MLT staff contact before the start of the Spring Semester
### MLT225C  French Consolidation

10.00 Credits  
**AUTUMN**

**Pre-Requisites:** A/S grades A-C if at level 1, MLT201/202 stage 2 French, if at level 2, or equivalent.

**Aims/Description:** The course aims to enable students to consolidate their understanding of contemporary aspects of the target language country through reading and listening to authentic texts. Students' communication skills will be developed through speaking and writing. This will be supported by study of advanced grammatical structures. The course also aims to strengthen the communicative competence of learners, through study of texts based on contemporary social issues. Much of the material will focus on contemporary social developments.

**Staff Contact:** Dr. Laurent Semichon

**Teaching Methods:** Seminars, Independent Study

**Assessments:** class tests totalling 3 hours

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### MLT233AC  Tandem Learning Module Stage 4A

10.00 Credits  
**AUTUMN**

**Pre-Requisites:** A level plus 1 year or equivalent.

**Aims/Description:** Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. They will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.

**Staff Contact:** Lesley Walker MLTC

**Teaching Methods:** Seminars, Counselling Sessions, Tandem Sessions

**Assessments:** Diary, Speaking test, Self Assessment, Tandem Partner Assessment, Tutor Assessment

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### MLT233BC  Tandem Learning Module Stage 4B English/Czech

10.00 Credits  
**SPRING**

**Pre-Requisites:** A level plus 1 year or equivalent.

**Aims/Description:** Students will be required to work in collaboration with a native-speaker with whom they will communicate in the target language. Students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre tutors.

**Staff Contact:** Lesley Walker MLTC

**Teaching Methods:** Seminars, Counselling Sessions, Tandem Sessions

**Assessments:** Self-Assessment, Partner Assessment, Tutor Assessment, Diary, Speaking test

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### MLT234AC  Tandem Learning Module Stage 4A English/Chinese

10.00 Credits  
**AUTUMN**

**Pre-Requisites:** A level plus 1 year or equivalent. Ability to use email and the Internet to facilitate meetings with partner and find authentic material for use in tandem sessions.

**Aims/Description:** As well as promoting oral proficiency, Tandem Learning seeks to develop autonomy, or the capacity to manage one's own learning. Students will be required to work in collaboration with a native-speaker of Chinese/English with whom they will communicate in the target language. At the start of the module, students will attend an individual advisory session, where together with an MLT tutor they will identify their current language level; prioritise learning goals and plan in detail the methods they will adopt to achieve these goals. Students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate and set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre Tutors.

**Staff Contact:** Lesley Walker MLTC

**Teaching Methods:** Seminars, Language Advice, Counselling Sessions, Tandem Sessions

**Assessments:** Self-Assessment, Partner Assessment, Tutor Assessment, Diary, Speaking test

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### MLT234BC  Tandem Learning Module Stage 4B English/Chinese

10.00 Credits  
**SPRING**

**Pre-Requisites:** A level plus 1 year or equivalent. Ability to use email and the internet to facilitate meetings with partner and find authentic material for use in tandem sessions.
6. Descriptions of Units (Modules) of Study

Aims/Description: As well as promoting oral proficiency, Tandem Learning seeks to develop autonomy, or the capacity to manage one's own learning. Students will be required to work in collaboration with a native-speaker of Chinese/English with whom they will communicate in the target language. At the start of the module, students will attend an individual advisory session, where together with an MLT tutor they will identify their current language level; prioritise learning goals and plan in details the methods they will adopt to achieve these goals. Students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre Tutors.

Staff Contact: Dr Laurent Semichon
Restrictions: Availability of a partner who must be native-speaker of the target language
Teaching Methods: Tutorials, Independent Study
Assessments: Course work, presentation

MLT235AC Tandem Learning Module Stage 5A
English/Chinese
10.00 Credits AUTUMN
Pre-Requisites: A-level + 2 years or equivalent. Ability to use email and the internet to facilitate meetings with partner and find authentic material for use in tandem sessions.

Aims/Description: As well as promoting oral proficiency, Tandem Learning seeks to develop autonomy, or the capacity to manage one's own learning. Students will be required to work in collaboration with a native-speaker of Chinese/English with whom they will communicate in the target language. At the start of the module, students will attend an individual advisory session, where together with an MLT tutor they will identify their current language level; prioritise learning goals and plan in details the methods they will adopt to achieve these goals. Students will exercise responsibility for the organisation of their own learning, establish and maintain contact with their partners, negotiate set objectives; and seek and offer the correction of language errors. They should give proof of effective time-management, sequence sessions logically to demonstrate management of learning and demonstrate use of reviewing and evaluating procedures. They will be required to sign a learning contract and to keep a learner diary, in which they will record progress made, plan their next steps and reflect on their work during the semester. Their progress will be monitored in advisory and counselling sessions with MLT Centre Tutors.

Staff Contact: Lesley Walker MLTC
Restrictions: Availability of a partner who must be native-speaker of the target language
Teaching Methods: Seminars, Language Advice and Counselling Sessions, Tandem Sessions
Assessments: Self Assessment, Tandem Partners Assessment, Tutor Assessment, Diary, Speaking test

MLT240AC French 2C Mini-Project
10.00 Credits AUTUMN
Pre-Requisites: GCSE grade A*/A in French, MLT102 or equivalent, on consultation with coordinator.
Co-requisites: MLT201.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one short project (of at least 1000 words) of a descriptive nature, or a number of shorter pieces (totalling 1000 words) based on specific aspects of the society, economy, politics, or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to report the information gleaned; make initial hypotheses resulting from their studies and present their findings in speech and writing.

Staff Contact: Lesley Walker MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes: Computer literacy (inc word processing) advisable.

MLT241AC Spanish 2C Mini Project
10.00 Credits AUTUMN
Pre-Requisites: MLT104 or equivalent, Spanish GCSE A*/A, on consultation with coordinator only; MLT104 or equivalent, Spanish GCSE A*/A, on consultation with coordinator only.
Co-requisites: MLT203 or MLT215.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one short project (of at least 1000 words) of a descriptive nature, or a number of shorter pieces (totalling 1000 words) based on specific aspects of the society, economy, politics, or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to report the information gleaned; make initial hypotheses resulting from their studies and present their findings in speech and writing.

Staff Contact: Isabel Díez MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes: Computer literacy (inc word processing) advisable.
6. Descriptions of Units (Modules) of Study

MLT241BC  Spanish 2C Mini Project
10.00 Credits  SPRING

Pre-Requisites: MLT203, on consultation with coordinator only MLT203, on consultation with coordinator only.

Co-requisites: MLT204.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one short project (of at least 1000 words) of a descriptive nature, or a number of shorter pieces (totalling 1000 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course students will be able to report the information gleaned; make initial hypotheses resulting from their studies and present their findings in speech and writing.

Staff Contact: Lesley Walker MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes Computer literacy (inc word processing) advisable

MLT242AC  German 2C Mini Project
10.00 Credits  AUTUMN

Pre-Requisites: GCSE German grade A*/A or equivalent, MLT106, or equivalent, on consultation with coordinator GCSE German grade A*/A or equivalent, MLT106, or equivalent, on consultation with coordinator, MLT106.

Co-requisites: MLT205, MLT205.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one short project (of at least 1000 words) of a descriptive nature, or a number of shorter pieces (totalling 1000 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to report the information gleaned; make initial hypotheses resulting from their studies and present their findings in speech and writing.

Staff Contact: Isabel Díez MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes Computer literacy (inc word processing) advisable

MLT242BC  German 2C Mini Project
10.00 Credits  SPRING

Pre-Requisites: GCSE German grade A*/A or equivalent, MLT106, or equivalent, on consultation with coordinator GCSE German grade A*/A or equivalent, MLT106, or equivalent, on consultation with coordinator, MLT206.

Co-requisites: MLT205.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one short project (of at least 1000 words) of a descriptive nature, or a number of shorter pieces (totalling 1000 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to report the information gleaned; make initial hypotheses resulting from their studies and present their findings in speech and writing.

Staff Contact: Lesley Walker MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes Computer literacy (inc word processing) advisable

MLT243AC  Italian 2C Mini Project
10.00 Credits  AUTUMN

Pre-Requisites: GCSE Italian grade A*/A or equivalent, MLT108, or equivalent, on consultation with coordinator only GCSE Italian grade A*/A or equivalent, MLT108, or equivalent, on consultation with coordinator only.

Co-requisites: MLT207, MLT207.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one short project (of at least 1000 words) of a descriptive nature, or a number of shorter pieces (totalling 1000 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to report the information gleaned; make initial hypotheses resulting from their studies and present their findings in speech and writing.

Staff Contact: Alessia Brighi MLTC
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
Notes Word processing advisable

MLT243BC  Italian 2C Mini Project
10.00 Credits  SPRING

Pre-Requisites: GCSE Italian grade A*/A or equivalent, MLT108, or equivalent, on consultation with coordinator only GCSE Italian grade A*/A or equivalent, MLT108, or equivalent, on consultation with coordinator only.

Co-requisites: MLT207, MLT208.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one short project (of at least 1000 words) of a descriptive nature, or a number of shorter pieces (totalling 1000 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to report the information gleaned; make initial hypotheses resulting from their studies and present their findings in speech and writing.

Staff Contact: Alessia Brighi MLTC
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
Notes Word processing advisable

MLT247  Italian Stage 2 Accelerated
20.00 Credits  SPRING
Aims/Description: This module is intended for students with a sound and practical experience of second-language acquisition wishing to develop their proficiency in Italian beyond GCSE-level (or equivalent) in an intensive manner for educational, professional and recreational purposes. With five contact hours per week, the module builds on previously acquired linguistic competence and cultural knowledge to enable students to start communicating in a fairly spontaneous and accurate way with native speakers in a range of familiar yet more advanced oral or written situations, including, for instance, expressing one’s opinions on current social issues or negotiating meaning. Upon successful completion of the module, students should be able to perform at level B1 (Independent User) of the Common European Framework for Languages.

Staff Contact: Alessia Brighi
Teaching Methods: Seminars, Laboratory work, Independent Study
Assessments: Formal Exam, 0% Independent Study Record (Reading and Listening tasks) 500 words

MLT260C French 3A
10.00 Credits AUTUMN
Pre-Requisites: French A level grade A, B, C or equivalent, or MLT226 French A level grade A, B, C or equivalent, or MLT226.
Aims/Description: The aim of the course is to provide initial preparation for a study visit or work placement in the country of the target language. Language skills will be developed in conjunction with the study of contemporary society, culture, science or technology in the country. Topics dealt with will include everyday life, education and the social infrastructure. Extensive use will be made of authentic materials taken from the print and electronic media of the country. The course will concentrate initially on the revision of complex grammatical forms and structures (eg complex tenses, use of subjunctive), making appropriate use of CALL software. Emphasis will also be placed on developing listening and speaking skills, using role play and simulation, pair and group work. On completion of the course students will be able to: express and defend opinions; disagree without giving offence; identify and express advantages and disadvantages; understand and take notes on a talk of social, cultural, scientific or technical interest; summarise written texts of social, cultural, scientific or technical interest.

Staff Contact: Dr Laurent Semichon
Teaching Methods: Seminars, Laboratory work, Independent Study
Assessments: class tests totalling 3 hours

MLT261C French 3B
10.00 Credits SPRING
Pre-Requisites: French A level grade A/B or equivalent, or MLT260 French A level grade A/B or equivalent, or MLT260, MLT260.
Aims/Description: The aim of the course is to further prepare learners for a study visit or work placement. There will be an increasing focus on contemporary social, scientific or technological developments and on the world of work, using authentic documents from the print and electronic media. In language study, growing emphasis will be placed on the analysis of register and style, both in speech and writing. Writing skills will be developed using appropriate IT applications (eg e-mail). On completing the course, students will be able to: give short presentations (10 mins); discriminate - in understanding and use - between differing styles and registers; construct clearly marked and convincing arguments; make predictions; take and hold the floor; write short essays on aspects of contemporary society, culture, science and technology.
6. Descriptions of Units (Modules) of Study

Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours

**MLT265C**  German 3B
10.00 Credits  SPRING
Pre-Requisites: MLT264 or equivalent.

Aims/Description: The aim of the course is to further prepare learners for a study visit or work placement. There will be an increasing focus on contemporary social, scientific or technological developments and on the world of work using authentic documents from the print and electronic media. In language study, growing emphasis will be placed on the analysis of register and style, both in speech and writing. Writing skills will be developed using appropriate IT applications (eg email). On completing the course, students will be able to: give short presentations; discriminate - in understanding and use - between differing styles and registers; make predictions; take and hold the floor; write short essays on aspects of contemporary society, culture, science and technology

Staff Contact: Mandy Pootzsch

**MLT266C**  Italian 3A
10.00 Credits  AUTUMN
Pre-Requisites: A/AS grade A/B/C or equivalent or MLT208 A/AS grade A/B/C or equivalent or MLT208.

Aims/Description: Language skills will be developed in conjunction with the study of contemporary society, culture, science or technology in the country. Topics dealt with will include everyday life, education and the social infrastructure. Extensive use will be made of authentic materials taken from the print and electronic media of the country. The course will concentrate initially on the revision of complex grammatical forms and structures (eg complex tenses, use of subjunctive), making appropriate use of available CALL software. Emphasis will also be placed on developing listening and speaking skills, using role play and simulation, pair and group work. On completion of the course students will be able to: express and defend opinions; disagree without giving offence; identify and express advantages and disadvantages; understand and take notes on a talk of social, cultural, scientific or technical interest; summarise written texts of social, cultural, scientific or technical interest.

Staff Contact: Alessia Brighi

**MLT267C**  Italian 3B
10.00 Credits  SPRING

Cannot be taken with: MLT243B.

Pre-Requisites: MLT266 or equivalent MLT266 or equivalent.

Aims/Description: There will be an increasing focus on contemporary social, scientific or technological developments and on the world of work, using authentic documents from the print and electronic media. In language study, growing emphasis will be placed on the analysis of register and style, both in speech and writing. Writing skills will be developed using appropriate IT applications (eg email). On completing the course, students will be able to: give short presentations; discriminate - in understanding and use - between differing styles and registers; make predictions; take and hold the floor; write short essays on aspects of contemporary society, culture, science and technology

Staff Contact: Alessia Brighi

**MLT280AC**  French 3C Language Project
10.00 Credits  AUTUMN
Pre-Requisites: French A level grade A/B/C or equivalent, MLT226, on consultation with coordinator French A level grade A/B/C or equivalent, MLT226, on consultation with coordinator.

Co-requisites: MLT260, MLT261.

Aims/Description: To enable students to work collaboratively and independently in the foreign language: to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one project (of at least 1500 words) of a descriptive nature, or a number of shorter pieces (totalling 1500 words), based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course students will be able to interpret information gleaned, draw conclusions from it and present their findings in speech and writing, using an appropriate register.

Staff Contact: Dr Laurent Semichon

**MLT280BC**  French 3C Language Project
10.00 Credits  SPRING
Pre-Requisites: French A level grade A/B/C or equivalent, MLT226, on consultation with coordinator French A level grade A/B/C or equivalent, MLT226, on consultation with coordinator.

Co-requisites: MLT260, MLT261.

Aims/Description: To enable students to work collaboratively and independently in the foreign language: to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one project (of at least 1500 words) of a descriptive nature, or a number of shorter pieces (totalling 1500 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to interpret information gleaned, draw conclusions from it and present their findings in speech and writing, using an appropriate register.
6. Descriptions of Units (Modules) of Study

**MLT281BC** Spanish 3C Language Project

10.00 Credits SPRING

Pre-Requisites: Spanish A level grade A, B or C, MLT216 or equivalent, on consultation with coordinator only Spanish A level grade A, B or C, MLT216 or equivalent, on consultation with coordinator only.

Co-requisites: MLT262, MLT263.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one project (of at least 1500 words) of a descriptive nature, or a number of shorter pieces (totalling 1500 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to interpret information gleaned, draw conclusions from it and present their findings in speech and writing, using an appropriate register.

Staff Contact: Lesley Walker MLTC
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
Notes: Computer literacy (inc word processing) advisable.

Computer literacy (inc word processing) advisable.

**MLT282AC** German 3C Language Project

10.00 Credits AUTUMN

Pre-Requisites: German A2/AS level grade A - C or equivalent, MLT206 or equivalent.

Co-requisites: MLT264, MLT264.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one project (of at least 1500 words) of a descriptive nature, or a number of shorter pieces (totalling 1500 words) based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to interpret information gleaned, draw conclusions from it and present their findings in speech and writing, using an appropriate register.

Staff Contact: Lesley Walker MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes: Computer literacy (inc word processing) advisable.

**MLT282BC** German 3C Language Project

10.00 Credits SPRING

Pre-Requisites: German AS/A2 level grade A - C or equivalent, MLT264 or equivalent.

Co-requisites: MLT265, MLT265.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one project (of at least 1500 words) of a descriptive nature, or a number of shorter pieces (totalling at least 1500 words), based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to interpret information gleaned, draw conclusions from it and present their findings in speech and writing, using an appropriate register.

Staff Contact: Mandy Poetzsch
Teaching Methods: Seminars, Independent Study
Assessments: class tests totalling 3 hours
Notes: Computer literacy (inc word processing) advisable.

**MLT283AC** Italian 3C Language Project

10.00 Credits AUTUMN

Pre-Requisites: A/AS grade A/B/C or equivalent Italian A/AS level grade A - C or equivalent, MLT208 or equivalent, on consultation with coordinator, MLT208.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one project (of at least 1500 words) of a descriptive nature, or a number of shorter pieces (totalling 1500 words), based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to interpret information gleaned, draw conclusions from it and present their findings in speech and writing, using an appropriate register.

Staff Contact: Alessia Brighi MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes: Computer literacy (inc word processing) advisable.

**MLT283BC** Italian 3C Language Project

10.00 Credits SPRING

Pre-Requisites: MLT208/MLT266 or equivalent, on consultation with coordinator.

Aims/Description: To enable students to work collaboratively and independently in the foreign language; to encourage personal exploration of an aspect of the culture or society whose language they are studying. Students will be expected to undertake one project (of at least 1500 words) of a descriptive nature, or a number of shorter pieces (totalling 1500 words), based on specific aspects of the society, economy, politics or geography of the country whose language they are learning. This will entail researching written, video and radio sources for relevant information and presenting their findings. On completing the course, students will be able to interpret information gleaned, draw conclusions from it and present their findings in speech and writing, using an appropriate register.

Staff Contact: Alessia Brighi MLTC
Teaching Methods: Tutorials
Assessments: Project, Spoken Presentation
Notes: Computer literacy (inc word processing) advisable.

**MPY101** Physics of Living Systems 2

10.00 Credits SPRING
6. Descriptions of Units (Modules) of Study

Aims/Description: The aim is to introduce biomechanical descriptions of the human body. We look at its structure and its performance as a physical machine. The structural characteristics of human bones and tissue are investigated, together with the mechanical functions of the skeleton and musculature. Simple fluid dynamic characteristics of the body are introduced, including descriptions of blood-flow in the arteries and veins and air-flow in the lungs.

Staff Contact: Dr John Fenner

Teaching Methods: Lectures, Tutorials, Problem solving, Independent Study

Assessments: Formal Exam, Course work

MUS109 Composition
10.00 Credits AUTUMN

Aims/Description: Through a preliminary analysis of examples drawn from mainstream and contemporary musical literature, students will be introduced to strategies for generating and shaping musical materials. In addition there will be some exploration of the technical and practical capabilities of musical instruments. Students will be required to produce coherently structured small-scale pieces which can be performed by members of the group.

Teaching Methods: Lectures, Independent Study

Assessments: Portfolio of compositions

MUS117 Popular Music Studies
10.00 Credits AUTUMN

Pre-Requisites: Ability to read Western musical notation.

Aims/Description: This module provides an introduction to the study of popular music. The changing definitions of 'popular music' are explored in relation to their socio-cultural context, and major issues and debates in popular music studies are investigated. Classes involve lectures, group discussions and in-class tasks. Students are set weekly reading and listening assignments, and a variety of analytical-graphic and written tasks on which formative feedback is given by a combination of tutor- and peer-assessment. At the end of the assessment period students submit a portfolio of coursework (amounting to 2,000 words, or equivalent for notational/graphical components), selected from the weekly tasks.

Teaching Methods: Seminars, Independent Study

Assessments: Course work

MUS119 Introduction to Studio Techniques
10.00 Credits AUTUMN

Aims/Description: This unit equips students with the fundamental knowledge and problem solving skills necessary to use a wide variety of music technology software and hardware in areas such as composition, (ethno-)musicology, music psychology, performance and music analysis.

Teaching Methods: Lectures, Independent Study

Assessments: Formal Exam, Field work

MUS121 Sound and Science
10.00 Credits SPRING

Aims/Description: This module aims to give musicians an awareness of the characteristics of scientific explanations and the problems and benefits of approaching music from a scientific perspective. It explores scientific approaches to music through the perspectives of acoustics, psychoacoustics and the cognitive sciences. The module provides a basic understanding of the physical principles of sound and the auditory system, it develops awareness of the relationship between nature and culture, and explores the principles of ecological acoustics as a way of understanding music and soundscapes, and as a form of creativity. As well as lectures and demonstrations, student engage in creative fieldwork (a "soundwalk"), and develop collaborative research and presentation skills through group activities.

Teaching Methods: Lectures, Fieldwork, Independent Study

Assessments: Formal Exam, Course work

MUS122 Electroacoustic Composition
10.00 Credits SPRING

Aims/Description: This unit aims to develop quickly the creative use of open source sound manipulation software in the construction of new and imaginative sonic art. It aims to encourage students to think about sound as malleable material and formulate rules of development and construction based upon experience and understanding through practice. Students take recorded sounds and develop them using their own tools. They construct a sonic art work of between 5 and 10 minutes in length and submit this alongside a written report.

Teaching Methods: Lectures, Tutorials, Problem solving, Independent Study

Assessments: CD portfolio's

MUS125 Music of the World
20.00 Credits AUTUMN

Aims/Description: Lectures survey and discuss significant examples of music from around the world, including traditional, popular and classical genres. After an initial focus on the concept of music itself, each lecture assesses the role of one form of music in its cultural context or a new means of analysing music. Student work includes transcription exercises.

Teaching Methods: Lectures, Tutorials, Independent Study

Assessments: Formal Exam, Course work

MUS126 Music History
20.00 Credits SPRING

Aims/Description: This module considers key moments in the history of Western music from the 1500s to the present day. Taking individual composers and works, it aims to introduce students to different approaches to the study of music history, the development of particular musical genres, and the impact of cultural, historical and geographical context on composers. In addition, the module will consider ways of writing about music, and the use of primary and secondary sources for informing critical discussions of the subject.

Teaching Methods: Lectures, Seminars, Independent Study

Assessments: Course work, Short critique of a set of articles or chapters from reading list.

PHI103 Self and Society
20.00 Credits AUTUMN

Aims/Description: This course introduces students to central questions in political philosophy: Do we need a state, and if so, must we obey its laws? What is freedom, and when are we free?
PHI115  Reason and Argument  
10.00 Credits  AUTUMN

Aims/Description: This module aims to develop the student's ability to analyse, criticise and construct arguments - chains of reasoning in which reasons are offered for conclusions. These are skills which are essential to philosophy, and to all other academic subjects and everyday life. The student will learn how to identify arguments and how to spot various good and bad ways of reasoning. These abilities will be instilled using the examination of a wide range of particular examples, and students will be given the chance to consider and discuss such instances of argumentation both in the lectures themselves and in supplementary tutorials.

Staff Contact: Dr Dominic Gregory  
Restrictions: No  
Teaching Methods: Lectures, Tutorials, Independent Study  
Assessments: Formal Exam

PHI116  Elementary Logic  
10.00 Credits  SPRING

Aims/Description: The course will provide students with a theoretical knowledge of the fundamental parts of formal logic. It will also teach them a range of associated formal techniques with which they can then analyse and assess arguments. In particular, they will learn the languages of propositional and first-order logic, and they will learn how to use those languages in providing formal representations of everyday claims. They will also learn how to use truth-tables. Finally, students will learn how to prove things using that language.

Staff Contact: Sally Weston  
Restrictions: No  
Teaching Methods: Lectures, Tutorials, Independent Study  
Assessments: Formal Exam, Course work

PHI118  History of Ethics  
10.00 Credits  SPRING

Aims/Description: This unit offers a critical introduction to the history of ethical thought in the West, examining some of the key ideas of e.g. Plato, Aristotle, Hume, Kant, Bentham, Mill, Nietzsche, Rawls and Gilligan. It thus provides a textual introduction to some of the main types of ethical theory; the ethics of flourishing and virtue; deontology; utilitarianism; contractualism. The close interconnections between ethics and other branches of philosophy (e.g. metaphysics, epistemology, aesthetics) will be highlighted, as will the connections between ethics and other disciplines (e.g. psychology, anthropology).

Our main text will be Singer, P. (ed), 1994, Ethics, Oxford University Press.

Staff Contact: Sally Weston  
Restrictions: No  
Teaching Methods: Lectures, Tutorials, Independent Study  
Assessments: Formal Exam
6. Descriptions of Units (Modules) of Study

**Teaching Methods:** Lectures, Tutorials, Independent Study

**Assessments:** Formal Exam

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<td><strong>PHI125</strong></td>
<td>Matters of Life and Death</td>
<td>20.00</td>
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<tr>
<td><strong>PHI126</strong></td>
<td>Mind, Brain and Personal Identity</td>
<td>20.00</td>
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<tr>
<td><strong>PHY104</strong></td>
<td>Introduction to Astrophysics</td>
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<tr>
<td><strong>PHY106</strong></td>
<td>The Solar System</td>
<td>10.00</td>
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<tr>
<td><strong>PHY111</strong></td>
<td>Our Evolving Universe</td>
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<td>AUTUMN</td>
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<tr>
<td><strong>PHY123</strong></td>
<td>The Physics of Sustainable Energy</td>
<td>10.00</td>
<td>SPRING</td>
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### 6. Descriptions of Units (Modules) of Study

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<tr>
<td>POL109</td>
<td>Comparing Modern Polities</td>
<td>20.00</td>
<td>SPRING</td>
<td>Aims/Description: This module examines the utility of the comparative approach to politics in an era of the proclaimed 'end of history' and 'global convergence'. It examines executives in a number of political systems. It focuses on 'constitutioal engineering' by examining the effect that electoral and party systems have on the structure of executive authority and the types of executive commonly used in political systems. These are presidential, prime ministerial and mixed systems. It considers what is meant by 'strong' and 'weak' executives. The cases examined are: US presidency, Brazilian presidency, UK prime minister, German Federal Chancellor, Russian presidency and the French presidential system.</td>
<td>Professor Tony Prescott</td>
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<tr>
<td>POL115</td>
<td>Consensus, Crisis and Coalition: Introduction to British Politics</td>
<td>20.00</td>
<td>SPRING</td>
<td>Aims/Description: Adopting a historical lens, this module introduces students to British politics, as experienced through key leaders and events. The first key theme of the module is 'leadership'. As this module shows, political leadership is fluid, not fixed. Some prime ministers were undoubtedly more powerful than others; yet nearly all experienced the waxing and waning of their political capital during their time in office. The second theme is 'consensus'. The module commences with an exploration of the concept of consensus and the potential role of the executive, party organisation, society, economy and successive governments, delineating the factors that resulted in its eventual abandonment in the 1970s.</td>
<td>Sarah Moga</td>
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<tr>
<td>PSY105</td>
<td>Synthetic Psychology</td>
<td>10.00</td>
<td>AUTUMN</td>
<td>Aims/Description: Traditional, analytic approaches in psychology address the problem of the mind/brain by analyzing existing intelligent systems (humans and animals) using controlled experiments. However, this difficult task has recently been complemented by synthetic approaches that operate in the opposite direction, trying to understand the mind/brain by building artificial systems, such as robots and computer programs, that exhibit intelligence of their own. Students will be shown how these analytic and synthetic approaches can work together to advance the understanding of the mind and brain. The course will be organised around the question of what progress that has been made so far in the quest to build humanoid robots that are able to match human perceptual, behavioural, cognitive and social abilities. Questions to be highlighted include: Can robots think? Could an artificial humanoid have feelings, consciousness, or free will? What can be learned by trying to answer these questions about the human mind and our own conscious experience?</td>
<td>Professor Tony Prescott</td>
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<tr>
<td>PSY106</td>
<td>Memory, Skill and Everyday Life</td>
<td>10.00</td>
<td>SPRING</td>
<td>Aims/Description: Have you ever been interviewed by the police? Have you ever given testimony in court? Do you think that young children should be allowed to testify against their abusers? Do you forget half the things you are told? Do you know someone suffering from amnesia? Do you think you remember things and then find out they never happened? Do you think that people who have better memories do better in exams? Would you like a better memory? If so, how do you go about getting one? Do you want to know how children can turn into world class performers? What are your strengths and how can you work to them? This module will attempt to answer these questions for you. In the course of lectures and a practical class we will be talking about how well children recall events they have experienced, how the courts in the UK assess the reliability of witnesses, what makes people fantasise, what makes people forget, how people develop skills, and the best strategies for recalling new information.</td>
<td>Professor Rod Nicolison</td>
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<tr>
<td>PSY108</td>
<td>Neuroscience and Evolutionary Psychology</td>
<td>10.00</td>
<td>SPRING</td>
<td>Aims/Description: A series of lectures and laboratory classes will be used to show how particular aspects of normal and abnormal behaviour can be understood in terms of underlying biological processes. Following this module students should be able to: 1. understand the basic processes of axonal and synaptic neurotransmission and how disturbances to these processes underlie particular neuropsychological disorders; 2. understand the neural mechanisms underlying functional imaging signals; 3. understand how behaviour can be influenced by basic evolutionary processes. The course has three themes: (i) A discussion of how selected commonly experienced mental health problems can be understood in terms of specific disturbances of neurotransmission. (ii) A discussion of how the origins of many behavioural interactions can be analysed from an evolutionary, sociobiological perspective. (iii) Biophysical underpinnings of functional neuroimaging.</td>
<td>Prof Paul Overton</td>
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<tr>
<td>PSY110</td>
<td>Essential Social Psychology</td>
<td>10.00</td>
<td>SPRING</td>
<td>Aims/Description: This module provides the first part of the main course of Social Psychology (to be completed in the linked PSY244 module). Objectives Following this module, students should be able to: 1. Describe accurately the social psychological theories covered in the syllabus.</td>
<td>Professor Paul Overton</td>
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</table>
2. Critically evaluate social psychological research.
   The course comprises a review of four key topics in contemporary social psychology:
   1. Attribution Theory and Social Explanations - asks how people make sense of their social encounters; people as naive psychologists seeking to understand the causes of their own and others' behaviour
   2. Prosocial Behaviour - looks at the psychological and situational factors that determine when people are willing to help others.
   3. Intergroup Relations - examines the psychological basis for prejudice and conflict between groups.
   4. Attitudes and Attitude Change - develops an understanding of the formation and function of attitudes and the ways in which they change.

Staff Contact: TBA
Teaching Methods: Lectures, Tutorials, Laboratory work, Independent Study
Assessments: Formal Exam
Notes: This module is part of a course accredited by the British Psychological Society

REL101     Understanding the Old Testament
20.00 Credits AUTUMN
Aims/Description: This module will introduce students to major issues within the study of the Old Testament/Hebrew Bible including the development of the canon, the nature and variety of the biblical books and the major themes which are presented and represented within them. The emphasis will be on the problems the texts present to the modern reader and strategies for dealing with these while also providing a foundation of knowledge and skills for further study.
Lectures, Tutorials, Independent Study
Formal Exam, Course work

REL102     Understanding the New Testament
20.00 Credits SPRING
Aims/Description: An introductory module for students of any subject and not just Biblical Studies; this module is a literary and historical journey through the books of the New Testament. Using English translations, students will gain a sense of the 'big picture' foundational both for further study of the Bible and for study of English literature, which is full of biblical imagery and allusions. This module will also introduce students to major issues within New Testament studies, including study of textual criticism, the development of the canon, and critical methods and approaches.
Lectures, Seminars, Independent Study
Formal Exam, Course work

REL103     Religion in Britain Today
20.00 Credits SPRING
Aims/Description: From faith schools to family values, from religious dress to religious wars, in 'secular' contemporary Britain religion is rarely out of the news. This module will look at various aspects of religion in contemporary Britain, including politics and war, sexuality and marriage, ritual and symbolism as well as providing an introduction to the contemporary religious map of Britain and the diverse religions that contribute to it.
Teaching Methods: Lectures, Independent Study
Assessments: Course work

REL104     The Bible: Fact or Fiction?
20.00 Credits AUTUMN
Aims/Description: This is an introductory module for students in any subject and not just Biblical Studies. Is the Bible fact or fiction? The Bible is often subject to sensationalist and controversial TV programmes or newspaper articles claiming that it is secret code, myth, history, creation science or fiction. This module will explore these issues through an examination of the presentation of the Bible in the media, including TV, film and newspapers.
Teaching Methods: Lectures, Independent Study
Assessments: Course work

REL110     Hebrew A
20.00 Credits SPRING
Aims/Description: Hebrew can be fun! Designed for absolute beginners, this module introduces students to the original language of the Hebrew Bible (Christian Old Testament). Learning Hebrew is fundamental to the studying the Bible. Through interactive tutorials and problem-solving sessions, students will soon become familiar with the alphabet, vocabulary and grammar of a language whose literature has had an incalculable influence on the world's religious and intellectual history. Students learn at their own pace, and are encouraged to construct their own pattern of learning. By the end of the module, students will be able to read biblical passages in the original and will have an invaluable resource for their studies of the Bible.
Restrictions: Not available to fluent or native speakers of Modern Hebrew
Teaching Methods: Lectures, Independent Study
Assessments: Formal Exam, Course work

REL114     The Bible: Fact or Fiction?
20.00 Credits AUTUMN
Aims/Description: This is an introductory module for students in any subject and not just Biblical Studies. Is the Bible fact or fiction? The Bible is often subject to sensationalist and controversial TV programmes or newspaper articles claiming that it is secret code, myth, history, creation science or fiction. This module will explore these issues through an examination of the presentation of the Bible in the media, including TV, film and newspapers.
Teaching Methods: Lectures, Independent Study
Assessments: Course work

REL116     Understanding Religion
20.00 Credits AUTUMN
Aims/Description: 'Religion' is fundamental to our understanding of humanity and has shaped the ways we live and think. This module will provide students with an introduction to key concepts and topics in the critical study of religion through social scientific methods (e.g. sociology, anthropology). Topics will include: what is 'religion' history and myth; identity and ethnicity; gender; purity; class; picturing God; conversion; sacred places; and sacred writings. While a range of comparative examples will be provided, the focus will be on western traditions generally and biblical studies specifically. This module will provide a foundation for further study in Religion, Theology and the Bible. Assessment will be a 2000 word essay and a 2 hour examination.
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam, Course work

REL118     An Introduction to Islam
10.00 Credits AUTUMN
Aims/Description: The module will provide students with an introduction and overview of the religion of Islam. It will outline the formative life of the prophet Mohammed in his social, religious and cultural context as well as the early history of the Islamic faith and its central pillars of faith. It will sketch some of the major historical events and periods of Islam up to the present day and will introduce and explore the Koran and Hadith. Attention will also be paid to the history of Christian-Muslim relations and to the form and influence of Islamic art and architecture.
6. Descriptions of Units (Modules) of Study

**Teaching Methods:** Lectures, Independent Study

**Assessments:** Course work

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**REL120**  
Greek A  
20.00 Credits  
AUTUMN

**Pre-Requisites:** None, but some previous experience of language learning is desirable.

**Aims/Description:** This module introduces student to the elements of New Testament Greek. Building on that foundation, this module equips the student with the understanding of Greek grammar, syntax, and vocabulary necessary for reading the New Testament in the original language. Students will also be introduced to essential tools and resources for reading the Greek New Testament. Students will thus be enabled on their degree course to approach text modules on the basis of the original text (an ability that is essential to further research beyond the BA in Biblical Studies).

**Teaching Methods:** Lectures, Independent Study

**Assessments:** Formal Exam, Course work

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**REL123**  
World of Early Judaism  
10.00 Credits  
AUTUMN

**Aims/Description:** This module will introduce students to some of the beliefs and practices of formative Judaism, from around the fourth century BCE to around the third century CE. Students will be introduced to: the historical and cultural contexts of different Jewish groups and individuals; Jewish sects (e.g. Pharisees); writings (e.g. Dead Sea Scrolls); and ideas (e.g. end times and apocalypse) and look at how different Jewish groups interacted with the wider Mediterranean world through the following topics: cosmology and heavenly journeys; monotheism and the supernatural world; Torah and Law; magic, exorcism and healing; death and afterlife; Temple and sacrifice; prophecy and banditry; and ethnicity and social interaction. Assessment will be one 2000 word essay.

**Teaching Methods:** Lectures, Independent Study

**Assessments:** Course work

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**REL124**  
Epics and Myths of the Ancient World  
20.00 Credits  
SPRING

**Aims/Description:** This module examines epics and myths from ancient Mesopotamian, Egyptian, Persian, Israelite, and Greek culture under three themes: creation myths; epic journeys; discussions of suffering and meaning. Students will study ancient classics such as the Epic of Gilgamesh, Homer's Odyssey, the Egyptian 'Book of the Dead', the biblical books of Genesis, Exodus, and Job, and even Plato's Phaedo. The module explores interpretative issues in each text and examines their relationships to religion, politics, ethics, and economics. The module will develop the critical reading and thinking skills necessary in the Humanities and Social Sciences.

**Teaching Methods:** Lectures, Seminars, Independent Study

**Assessments:** Course work, creation of a ceramic vessel

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**RUS103**  
Russian for Beginners (I)  
20.00 Credits  
AUTUMN

**Cannot be taken with:** RUS105.

**Aims/Description:** The aim of the module is to provide you with a basic but thorough knowledge of Russian as used in everyday situations likely to be encountered on a visit to Russia.

**Teaching Methods:** Lectures, Independent Study

**Assessments:** Formal Exam, Course work

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There will be lectures covering grammar, tutorials to practice the new structures, seminars that allow you to develop reading and writing skills and oral practice classes.

**Staff Contact:** Mrs Linda Hanna

**Teaching Methods:** Seminars, Problem solving, Independent Study

**Assessments:** Formal Exam, Departmental tests, written, oral and listening comprehension

**Notes:** Some experience of foreign language learning advisable.

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**RUS104**  
Russian for Beginners (II)  
20.00 Credits  
SPRING

**Cannot be taken with:** RUS106.

**Pre-Requisites:** RUS103 or equivalent.

**Aims/Description:** The module builds on the skills acquired in Russian for Beginners (I) (RUS103) increasing the range of words and structures understood and the range of situations handled. By the end of the module you should be able to read simple, unedited texts in Russian, converse in a range of everyday situations, write a short essay or letter and translate texts. You will also have a thorough knowledge of grammar that you can build on at Level 2.

**Staff Contact:** Mrs Linda Hanna

**Teaching Methods:** Seminars, Problem solving, Independent Study

**Assessments:** Formal Exam, Departmental tests. Written, oral and listening comprehension

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**RUS105**  
Russian Language I  
10.00 Credits  
AUTUMN

**Cannot be taken with:** RUS103.

**Pre-Requisites:** A-level Russian or equivalent.

**Aims/Description:** To build on the language skills acquired at A-level by means of an integrated programme of language classes in Russian grammar, translation, comprehension, and oral practice. To improve productive and receptive language skills.

**Staff Contact:** Ms Marianna Ivanova

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Course work, oral

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**RUS106**  
Russian Language II  
10.00 Credits  
SPRING

**Cannot be taken with:** RUS104.

**Pre-Requisites:** RUS105.

**Aims/Description:** To build on the language skills acquired at A-level by means of an integrated programme of language classes in Russian grammar, translation, comprehension, and oral practice. To improve productive and receptive language skills through exposure to texts in Russian.

**Staff Contact:** Ms Marianna Ivanova

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Course work, oral

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**RUS113**  
Czech I  
10.00 Credits  
AUTUMN
6. Descriptions of Units (Modules) of Study

**Aims/Description:** This module provides an introduction to contemporary standard Czech. You'll have four hours per week of instruction. Students learn the Czech sound system and alphabet, and acquire basic reading, writing, listening and conversation skills. The module focuses on the fundamental grammar and vocabulary of the language, and by the end of the semester you'll be able to navigate through some basic conversational situations and talk about day-to-day life (Common European Framework level A1).

**Staff Contact:** Mrs Linda Hanna

**Restrictions:** Not available to students on programmes of study in the School of Languages and Cultures

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Oral exam

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**RUS114 Czech II**

**10.00 Credits**  **SPRING**

**Aims/Description:** This module continues an introduction to contemporary standard Czech. You'll have four hours per week of instruction. Carrying on from RUS113, students learn grammar, reading, writing, listening and conversation skills, master the basic grammar and vocabulary of the language, and by the end of the year are able to talk about a variety of daily topics and express opinions (Common European Framework level A2).

**Staff Contact:** Mrs Linda Hanna

**Restrictions:** Not available to students on programmes of study in the School of Languages and Cultures

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Oral exam

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**RUS115 Polish I**

**10.00 Credits**  **AUTUMN**

**Co-requisites:** RUS116.

**Aims/Description:** To provide a grounding in Contemporary Standard Polish, concentrating on the language of everyday situations. To develop simple productive and receptive skills in speech and writing. By the end of Polish I and Polish II students will be able to read a simple but unedited Polish text and to conduct a simple conversation in Polish. In Polish I some of the principal grammatical constructions are introduced.

**Staff Contact:** Dr Joanna Kowalska

**Restrictions:** Not available to students on programmes of study in the School of Languages and Cultures

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Course work

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**RUS116 Polish II**

**10.00 Credits**  **SPRING**

**Pre-Requisites:** RUS115.

**Aims/Description:** To provide further grounding in Contemporary Standard Polish, concentrating on everyday situations. To develop simple productive and receptive skills in written and spoken language. In Polish II most of the principal grammatical constructions are introduced.

**Staff Contact:** Dr Joanna Kowalska

**Restrictions:** Not available to students on programmes of study in the School of Languages and Cultures

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Course work

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**RUS117 The Soviet Union 1917-1991**

**20.00 Credits**  **AUTUMN**

**Aims/Description:** This module provides an overview of the historical changes affected the territories of the former Russian Empire from the Revolutions of 1917. This includes the dramatic economic, political, demographic, institutional and ideological changes that occurred in the period. Attention will also be paid to the multinational dimension of the USSR and to the international context within which the USSR rose and declined as a power. Students will be introduced to some of the various theoretical approaches to the history of the USSR and will be encouraged to develop a critical approach to received categories.

**Staff Contact:** Professor Craig Brandist

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Course work

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**RUS120 Introduction to Russian Culture**

**20.00 Credits**  **Academic Year**

**Aims/Description:** This module provides an introduction to major trends in Russian culture of the nineteenth and twentieth centuries. As well as a number of literary texts by major authors, the module covers film, the visual arts and the media; the relationship between popular culture and elite culture is also considered. No knowledge of Russian is required.

**Staff Contact:** Dr Adam Fergus

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Course work

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**RUS121 Czech Language and Culture for Beginners 1**

**20.00 Credits**  **AUTUMN**

**Cannot be taken with:** RUS308H, RUS308I.

**Aims/Description:** This module provides an introduction to contemporary standard Czech, as well as to the history and culture of the Czech lands. You'll have five hours per week of instruction. Students learn the Czech sound system and alphabet, and acquire basic reading, writing, listening and conversation skills. The course focuses on the fundamental grammar and vocabulary of the language, and by the end of the semester you'll be able to navigate through some basic conversational situations and talk about day-to-day life (Common European Framework level A1). Students also have a course of seminars on history and culture delivered in English, which starts with the founding of the Czech nation and concludes with the beginning of the Czech 'dark ages' in 1620.

**Staff Contact:** Mrs Linda Hanna

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, presentation and oral exam

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**RUS122 Czech Language and Culture for Beginners 2**

**20.00 Credits**  **SPRING**

**Cannot be taken with:** RUS308H, RUS308I.

**Pre-Requisites:** RUS121.

**Aims/Description:** This module continues an introduction to contemporary standard Czech. You'll have five hours per week of instruction. Carrying on from RUS121, students learn reading, writing, listening and conversation skills, master the basic grammar and vocabulary of the language, and by the end of the year are able to talk about a variety of daily topics and
express opinions (Common European Framework level A2). The course of history seminars, delivered in English, begins with the Czech 'national revival' and continues through the founding of the modern Czech state to the present.

**Staff Contact:** Mrs Linda Hanna

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam

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**RUS123**  
**Polish Language and Culture for Beginners 1**

**20.00 Credits**  
**AUTUMN**

**Cannot be taken with:** RUS309H, RUS309I.

**Aims/Description:** In this module, we introduce you to Polish language, history and culture. Our main aim is to provide you with a basic but thorough knowledge of Polish as used in everyday situations likely to be encountered on a visit to Poland. There will be lectures covering grammar, seminars that allow you to develop reading and writing skills and oral practice classes, 3 hours in all. These give you a firm grounding for the study of Polish at more advanced levels. In addition, you will take part in weekly workshops on the rich history and culture of Poland in which you play an active role. By reading key-texts and preparing student-led presentations you acquire knowledge of the highlights of Polish history, from the founding of the nation in the 10th century up to the present day.

**Staff Contact:** Dr Joanna Kowalska

**Teaching Methods:** Lectures, Seminars, Problem solving, Independent Study

**Assessments:** Formal Exam, Oral presentation & exam

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**RUS124**  
**Polish Language and Culture for Beginners 2**

**20.00 Credits**  
**SPRING**

**Cannot be taken with:** RUS310H, RUS310I.

**Pre-Requisites:** RUS123.

**Aims/Description:** This module continues our introduction to contemporary standard Polish (RUS123). Carrying on from the first semester of Polish, you increase the range of words and structures you can understand and use as well as the range of situations you can handle. By the end of this module, you should be able to read simple, unedited texts in Polish, converse in a range of everyday situations, and write a short essay and a letter to a friend. You will have a well-founded knowledge of Polish grammar that you can build on at more advanced levels.

**Staff Contact:** Dr Joanna Kowalska

**Restrictions:** The course is intended for ab-initio students and assumes no previous knowledge of Polish.

**Teaching Methods:** Lectures, Seminars, Problem solving, Independent Study

**Assessments:** Formal Exam, Oral presentation & exam

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**RUS125**  
**History of East-Central Europe I**

**10.00 Credits**  
**AUTUMN**

**Aims/Description:** This module provides you with knowledge of the history and culture of Central Europe, especially with relation to the Czech lands and Poland; you choose which country you want to focus on. If you opt for the Czech Republic you will have a course of staff- and student-led seminars on history and culture delivered in English, which starts with the founding of the Czech nation and concludes with the beginning of the Czech 'dark ages' in 1620. If you opt for Poland you will participate in a course of workshops on the rich history and culture of Poland in which you play an active role. By reading key texts and preparing student-led presentations you acquire knowledge of the highlights of Polish history, staring with the founding of the nation in the 10th century and ending with the 19th century uprisings.

**Staff Contact:** Mr Ludek Knittl

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Presentation

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**RUS126**  
**History of East-Central Europe II**

**10.00 Credits**  
**SPRING**

**Aims/Description:** This module provides you with knowledge of the history and culture of Central Europe, especially with relation to the Czech lands and Poland; you choose which country you want to focus on. If you opt for the Czech Republic, you will have a course of staff- and student-led history seminars, delivered in English, beginning with the Czech 'national revival' of the late eighteenth century and continuing through the founding of the modern Czech state to the present. If you opt for Poland, you will participate in a course of workshops on the rich history and culture of Poland in which you play an active role. By reading key-texts and preparing student-led presentations you acquire knowledge of the main events in 20th century Polish history.

**Staff Contact:** Mr Ludek Knittl

**Teaching Methods:** Seminars, Independent Study

**Assessments:** Formal Exam, Presentation

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**RUS128**  
**Beginners' Russian For All I**

**10.00 Credits**  
**AUTUMN**

**Aims/Description:** This course is intended for ab-initio students and assumes no previous knowledge of Russian.

**Staff Contact:** Sandra Henry

**Teaching Methods:** Seminars, Independent Study, tutorial

**Assessments:** Formal Exam, Oral exam, plus listening comprehension

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**RUS129**  
**Beginners' Russian For All II**

**10.00 Credits**  
**SPRING**

**Aims/Description:** This course is intended for ab-initio students who have completed the Autumn Semester module RUS128. The module aims to provide you with a basic but thorough knowledge of Russia as used in everyday situations likely to be encountered on a visit to Russia. Classes will practise new grammatical structures and help you develop reading, writing and oral skills.

**Staff Contact:** Sandra Henry

**Teaching Methods:** Seminars, Independent Study, tutorial

**Assessments:** Formal Exam, Oral exam, plus listening comprehension

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**RUS130**  
**Beginners' Polish Language For All I**

**10.00 Credits**  
**AUTUMN**

**Aims/Description:** The course is intended for ab-initio students and assumes no previous knowledge of Polish.

**Staff Contact:** Sandra Henry

**Teaching Methods:** Seminars, Independent Study, tutorial

**Assessments:** Formal Exam, Oral exam, plus listening comprehension
6. Descriptions of Units (Modules) of Study

RUS131  Beginners' Polish Language For All II
10.00 Credits  SPRING

Aims/Description: This course is intended for ab-initio students who have completed the Autumn Semester module RUS131. The module aims to provide you with a basic but thorough knowledge of Polish as used in everyday situations likely to be encountered on a visit to Poland. Classes will practise new grammatical structures and help you develop reading, writing and oral skills.

Staff Contact: Sandra Henry
Teaching Methods: Seminars, Independent Study, tutorial
Assessments: Formal Exam, Oral exam, plus listening comprehension

SCS1001  The Sociology of Everyday Life
10.00 Credits  AUTUMN

Aims/Description: This module aims to introduce students to basic sociological concepts, such as 'the sociological imagination', 'social interaction', 'social identity', 'deviance' and 'globalisation' and illustrate how these can be applied to everyday life. Drawing on the work of key thinkers in sociology, a range of everyday life situations, such as mobile phone use, shopping and travel will be used as exemplary cases.

Teaching Methods: Lectures, Independent Study, drop-in surgeries
Assessments: Formal Exam

SCS1003  Understanding Inequality
10.00 Credits  AUTUMN

Aims/Description: The aim of this unit is to explore a key concern of sociology to explain how and why material and symbolic rewards are distributed unequally. It will consider the unequal distribution of wealth, privilege and power and, in doing so, will question common-sense understandings of various inequalities in society. It will focus on various social divisions including the 'big three' of social class, gender and race, as well as sexuality, age, religion and disability. Major themes will be explored with a predominantly British- and policy-related focus, although global divisions and inequalities will also be included for consideration.

Teaching Methods: Lectures, Independent Study, drop-in surgeries
Assessments: Formal Exam

SCS1005  Gender, Sexuality and Society
10.00 Credits  AUTUMN

Aims/Description: This unit intends to address the following questions regarding gender and sexuality and their interaction with society: What do we mean by gender and sexuality? How do we do gender and sexuality? How do we see gender and sexuality? How do we control gender and sexuality?

Staff Contact: Maureen Howard
Teaching Methods: Lectures, Independent Study, Drop-in surgeries
Assessments: Course work

SCS1007  Understanding Crime
10.00 Credits  AUTUMN

Aims/Description: Crime is a major social problem in virtually all societies. In this module, sociological understandings of crime are discussed, often with reference to their implications for policy. The module will introduce you to major research about crime in contemporary Britain and help you to understand the contribution of sociology to its analysis. This module will be of value to anyone thinking about a career in the criminal justice services, journalism, public service, the voluntary sector and anyone interested in understanding the significance of crime in contemporary British society

Staff Contact: Maureen Howard
Teaching Methods: Lectures, Independent Study, Drop-in surgeries
Assessments: Course work

SCS1009  Welfare Politics and the State
10.00 Credits  SPRING

Aims/Description: This module introduces students to some of the material and theoretical concerns of social policy by addressing the question - "What are social problems and how do societies deal with them?". It considers collective responses to social problems in historical and contemporary context, and the effects of social change on the design and delivery of welfare policies in economically advanced countries. It also explores changes in the ways that policy is made and presented, and the problems of funding and delivering welfare services in the twenty-first century.

Teaching Methods: Lectures, Independent Study, drop-in surgeries
Assessments: Formal Exam

SCS1011  Classical Sociological Theory
10.00 Credits  SPRING

Aims/Description: The aim of this module is to introduce foundational theories in sociology. The lectures will describe the ideas of leading theorists Durkheim, Marx, and Weber with reference to the social context in which they lived and wrote. Lectures will analyze the primary texts of sociological thought with reference to the social contexts in which they emerged. This will include a look at the concerns of the first generation of sociological thinkers, their understanding of changes in European societies at the time, and the way in which their ideas inform an understanding of issues and problems in the contemporary world.

Staff Contact: Maureen Howard
Teaching Methods: Lectures, Independent Study, Drop-in surgeries
Assessments: Formal Exam

SCS1013  Globalisation and World Cultures
10.00 Credits  SPRING

Aims/Description: This unit will take a social anthropological approach towards understanding the concept of culture and the ways in which it informs the organisation and practices of societies around the world - specifically in terms of their values and belief systems and traditional practices. From this basis, it will go on to not only examine the impact of social change and globalisation on different cultures, but also highlight the ways in which cultural ways of living continue to persist despite globalisation or have become more fundamental to societies as a result of globalisation.

Teaching Methods: Lectures, Independent Study, drop-in surgeries
Assessments: Course work
### 6. Descriptions of Units (Modules) of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>SCS1018</td>
<td>Exploitation: Pimps, Slavers, and Paedophiles</td>
<td>10.00</td>
<td>SPRING</td>
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<td><strong>Aims/Description:</strong> Exploitation in areas such as sex, labour and the environment are major problems. In this module, sociological understandings of exploitation are discussed, with reference to their policy implications. The module will introduce key research that will help you appreciate the forms that exploitation takes in different spheres of society in UK and globally. The causes of exploitation - how it relates to existing patterns of inequalities, as well as how processes of globalisation are implicated in its shaping - will be examined. The module will take a critical look at policies at local, national and global levels, developed to tackle exploitation.</td>
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<td></td>
<td><strong>Staff Contact:</strong> Maureen Howard</td>
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<td></td>
<td><strong>Teaching Methods:</strong> Lectures, Independent Study, drop-in surgeries</td>
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<td></td>
<td><strong>Assessments:</strong> Course work</td>
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<tr>
<td>SNM130</td>
<td>Organisation of Modern Health Care</td>
<td>10.00</td>
<td>AUTUMN</td>
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<td><strong>Aims/Description:</strong> This unit will explore the range of professional health care roles within the NHS. It will examine how these individuals with different roles and responsibilities work together and deliver care to patients. The changing demands made on those professionals by both the government and patients are challenging traditional roles and responsibilities. An introduction will be made to the background and theory of how organisations work, which will enable students to develop an understanding of the modern NHS in a wider context. In a rapidly changing NHS students will discuss the current debates and the prospects for future professional developments.</td>
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<td><strong>Staff Contact:</strong> Amanda Cowan</td>
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<tr>
<td></td>
<td><strong>Teaching Methods:</strong> Lectures, Seminars, Independent Study</td>
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<td></td>
<td><strong>Assessments:</strong> Course work</td>
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<tr>
<td>SNM133</td>
<td>Studying in Higher Education</td>
<td>10.00</td>
<td>AUTUMN</td>
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<td><strong>Aims/Description:</strong> The unit introduces students to study skills emphasizing the responsibility of the student and support provided by the University. The students will be an introduced to different styles of teaching, learning and assessment and become familiar with the Library information systems, resources and information technology skills. They will be made aware of the University and programme regulation and the penalties for breach of the regulations.</td>
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<td><strong>Staff Contact:</strong> Lisa Bell</td>
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<tr>
<td></td>
<td><strong>Teaching Methods:</strong> Lectures, Seminars, Tutorials, Independent Study</td>
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<td></td>
<td><strong>Assessments:</strong> IT assessment, literature search, formative essay</td>
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<tr>
<td>SNM134</td>
<td>User expectations of health and social care</td>
<td>10.00</td>
<td>AUTUMN</td>
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<td><strong>Aims/Description:</strong> This unit in user expectations of health and social care introduces students to the key theme of changing expectations of care. Students are provided with opportunities to learn about recent policy drivers within the fields of health and social care which, to a greater extent than before, define 'expertise' in health and social care as located within patients' and carers' experience, rather than exclusively in medical knowledge. Both research-based evidence and first-hand accounts of users' expectations and experiences of health and social care are made available to students on this unit.</td>
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<td><strong>Staff Contact:</strong> Amanda Cowan</td>
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<tr>
<td></td>
<td><strong>Teaching Methods:</strong> Lectures, Seminars, Tutorials, Independent Study</td>
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<td><strong>Assessments:</strong> Course work</td>
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<tr>
<td>SNM135</td>
<td>Health Psychology</td>
<td>10.00</td>
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<td><strong>Aims/Description:</strong> This module will introduce students to some basic psychological and sociological concepts of the individual and their health. In particular, subjective experiences of health and illness, and adjustment to stress and life events will be considered. The module will also explore the relationship between informal and formal health care, and people's changing expectations of care. Topics covered will include: understanding health-related behaviour and coping strategies; subjective experiences of chronic illness and adjustment to specific life events; healthcare professional and patient interaction.</td>
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<td><strong>Staff Contact:</strong> Lisa Bell</td>
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<tr>
<td></td>
<td><strong>Teaching Methods:</strong> Lectures, Seminars, Independent Study</td>
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<td><strong>Assessments:</strong> Course work</td>
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<tr>
<td>SNM136</td>
<td>Ethical Dilemmas in Modern Health Care</td>
<td>20.00</td>
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<td><strong>Aims/Description:</strong> The course aims to provide students with a background knowledge of basic legal principles and ethical theory and the values which influence health care professionals when involved in ethical decision making. Case study discussions will provide students with an opportunity to apply these legal principles and ethical theory to current and controversial ethical dilemmas. By the end of the course, students will be able to participate in group discussions and demonstrate an awareness of the competing perspectives in health care ethics.</td>
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<td><strong>Staff Contact:</strong> Lisa Bell</td>
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<tr>
<td></td>
<td><strong>Teaching Methods:</strong> Lectures, Seminars, Tutorials, Problem solving, Independent Study</td>
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<td></td>
<td><strong>Assessments:</strong> Course work</td>
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<tr>
<td>SNM137</td>
<td>The Body in Health 1</td>
<td>10.00</td>
<td>AUTUMN</td>
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<td><strong>Aims/Description:</strong> The course will provide a concise overview of human physiology and anatomy, relating function to structure as well as to underlying biological principals and processes. The initial sessions will cover the basics of anatomy and homeostasis before examining the body's organisation on chemical, cellular and tissue levels. Specific bodily systems such as the musculo-skeletal and nervous systems will then be considered in more detail. The 'Body in Health 2' unit is designed to follow on from this to complete the overview. Detailed prior knowledge of the subject matter is not expected but some knowledge of the biological sciences would be beneficial.</td>
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<td><strong>Staff Contact:</strong> Lisa Bell</td>
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<tr>
<td></td>
<td><strong>Teaching Methods:</strong> Lectures, Seminars, Independent Study</td>
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<td><strong>Assessments:</strong> Formal Exam</td>
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<tr>
<td>SNM138</td>
<td>The Body in Health 2</td>
<td>10.00</td>
<td>SPRING</td>
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<td><strong>Aims/Description:</strong> The course builds on the content of the Body in Health 1 unit to provide a more comprehensive</td>
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</tbody>
</table>
6. Descriptions of Units (Modules) of Study

overview of human physiology and anatomy, relating structure and function. A number of bodily systems will be covered in detail including the respiratory, cardio-vascular, immune, digestive and endocrine systems. A consideration of reproduction and development leads into a final discussion of inheritance and human evolution.

Staff Contact: Lisa Bell
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam

SNM139 Health Promotion
20.00 Credits AUTUMN

Aims/Description: Health promotion is the process of enabling people to take control of, and improve, their own health (WHO, 2014). Health promotion is increasingly regarded as effective way to address the burden of chronic disease and widening health inequalities.

This year one undergraduate unit will introduce students to a range of contemporary issues in health promotion including theories of behaviour change, the politics and policy of health promotion, community engagement and power, health literacy and understanding risk.

The sessions are designed to enable students to develop a critical appreciation of the links between theory and practice in health and explore some of the socio-economic, cultural, political and personal factors that influence our health beliefs and health choices.

Staff Contact: Jill Thompson
Teaching Methods: Lectures, Seminars, Tutorials, Fieldwork, Independent Study
Assessments: Course work, 50% poster presentation (15 mins with 5 mins Qs)

TRP105 The Environmental Challenge
10.00 Credits SPRING

Aims/Description: Environmental and ecological challenges are becoming increasingly important in socio-spatial regulation. This module introduces students to the main concepts and theories that underpin environmental policy-making with particular reference to the issues and examples at local, national and global scales. This module has four main aims: (1) to examine the key environmental challenges facing human societies; (2) to explore past, present and possible future responses to those challenges; (3) to provide students with a range of conceptual and analytical tools for analysing political and regulatory responses to environmental conflict and (4) to provide students with knowledge and understanding to assist in confronting environmental challenges.

Staff Contact: Dr Liz Sharp
Teaching Methods: Lectures, Seminars, Independent Study, Help sessions
Assessments: Course work

TRP107 Economics for Spatial Planning
10.00 Credits SPRING

Aims/Description: This module provides an overview of both theoretical economics and the structure of the UK economy. The first part of the module will consider a number of perspectives on the way an economy operates. Particular attention will be given to market exchange, as modelled by orthodox economic analysis as well as looking at a number of alternative views of economic behaviour; for example, institutional economics and socioeconomics. The second part of the module will examine key characteristics of the UK economy, including issues such as economic cycles, unemployment, land markets and the role of the public and voluntary sectors. Where appropriate, geographical and social differences in economic opportunities and outcomes will be highlighted.

Staff Contact: Professor Craig Watkins
Teaching Methods: Lectures, Independent Study, Exam preparation (24 hours), help sessions (3 x 2 hours)
Assessments: Formal Exam

TRP108 Information and Communication Skills
10.00 Credits AUTUMN

Aims/Description: The skills needed to be able to find, evaluate, summarise and critically evaluate information are all vital to success in an undergraduate degree programme, and are also key transferable skills. This module will provide training in a wide range of methods for information handling and communication. The teaching is largely in workshops, with students expected to take more responsibility for their own learning as the module progresses. Lectures provide basic tuition in skills, whilst workshops and a range of exercises are used to develop these skills.

Staff Contact: Dr Paula Meth
Teaching Methods: Lectures, Independent Study, Workshops
Assessments: Course work

TRP109 Data Analysis and Presentation
10.00 Credits SPRING

Aims/Description: This module will serve as an introduction to quantitative research methods, with a specific focus on data sources, analysis methods and presentation techniques for policy analysis in social science. It will expose students to a wide variety of substantive issues surrounding the use of data in the real world policy settings. Students will access and use a range of different datasets, covering demographics, property, and land use. They will be required to demonstrate competence in accessing, analysing and presenting such data in order to gain a deeper understanding of key issues.

Staff Contact: Dr Ed Ferrari
Teaching Methods: Lectures, Laboratory work, Independent Study, Help Sessions
Assessments: Formal Exam

TRP111 Cities
10.00 Credits SPRING

Aims/Description: This module is all about cities, from a range of economic and social perspectives. It takes a global view and includes material about cities in North America, Asia, the developing world and the UK. The module culminates by looking more closely at the city of Sheffield. As the world becomes an increasingly urban place, the aim of this module is to help students understand the economic and social importance of cities in a global context - and how cities shape society. The module is themed so that students spend two weeks looking at six different topics over the course of one twelve week semester.

Staff Contact: Dr Jamie Gough
Teaching Methods: Lectures, Independent Study
Assessments: Course work
6. Descriptions of Units (Modules) of Study

TRP131  The Making of Urban Places
20.00 Credits  AUTUMN

Aims/Description: The module provides an introduction to the history of urbanisation and the development of systems of town planning. The first part of the module covers the history of urbanisation from the very first settlements to the present day. Though much of this part focuses on urban development in Europe, it also covers American urbanisation and the problems of urbanisation in the developing world. The second part of the module deals with the emergence of measures to regulate urban development from the middle ages to the 20th century. It ends with the passing of the 1947 Town & Country Planning Act.

Staff Contact: Professor John Flint
Teaching Methods: Lectures, Seminars, Independent Study, Group work
Assessments: Formal Exam
Notes: Must be taken for accreditation by the Royal Town Planning Institute.

TRP132  Planning Project
20.00 Credits  AUTUMN

Aims/Description: The aim of this module is to help you develop an understanding of what a planning problem looks like, and how to understand planning dilemmas in a real-life project context. The module will develop your skills of analysis for urban places and gain a basic knowledge of planning tools to address urban issues. You will also develop basic design and drawing skills.

Staff Contact: Dr Andy Inch
Restrictions: Restricted to students on TRPU103, TRPU105 and TRPU107
Teaching Methods: Lectures, Fieldwork, Independent Study
Assessments: Course work
Notes: Must be taken for accreditation by Royal Town Planning Institute.

TRP133  Development, Planning and the State
20.00 Credits  SPRING

Aims/Description: The module provides an introduction to state intervention into land and property development and to current planning law and practice. Having considered land-use patterns within an unrestrained market economy, the first part of the module covers the development of state machinery in the nineteenth century and the current structure of national, regional and local government. The central part of the module introduces the British planning system as an administrative tool and the final third of the module explores its application to matters of current concern including the accommodation of new housebuilding at the sub-regional scale, and urban conservation.

Staff Contact: Mr Peter Bibby
Teaching Methods: Lectures, Seminars, Independent Study
Assessments: Formal Exam
Notes: Must be taken for accreditation by the Royal Town Planning Institute.