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UNDERGRADUATE **2025**

Faculty of Humanities

UNIVERSITY OF JOHANNESBURG

UNIVERSITY OF JOHANNESBURG

FACULTY OF HUMANITIES

REGULATIONS FOR UNDERGRADUATE DEGREES & DIPLOMAS

The University reserves the right to add to, withdraw or modify any of these regulations for whatever reason and without prior notification.

2025

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Fax: 011 559 6485/2405

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2028

AUCKLAND PARK KINGSWAY CAMPUS (APK)

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DOORNFONTEIN CAMPUS (DFC)

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FEES: CONSULT STUDENT FINANCES

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BURSARIES AND LOANS

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DOCUMENTS REQUIRED FOR ADMISSION / REGISTRATION

At registration, prospective students who register for the first time at the University may be required to submit, together with their registration documents, certified copies of the documents specified below.

First-year students

- Identity document or permanent residence permit where applicable
- Senior Certificate or National Senior Certificate or equivalent qualification and/or statement of symbols, only when specifically requested by faculty

Undergraduate students from other higher education institutions

- Identity document or permanent residence permit where applicable
- Senior Certificate or National Senior Certificate or equivalent qualification when specifically requested by faculty
- Certified copies of academic record(s) from previous higher education institution(s)
- Certified copies of certificate of conduct if not included on the academic record
- Additional faculty programme requirements as determined by the Faculty Board

International students

- Passport
- Study permit
- Universities South Africa (USAf) evaluation of the school leaving certificate
- English proficiency test certificate or proof of English passed at school leaving level
- Proof of South African medical insurance cover

Prospective students who wish to apply for exemption on the grounds of post-school qualifications must finalise such applications before registration. In this regard, students are requested to contact the faculty officer before 15 November.

Failure to submit the required documents in time will result in cancellation of registration. Registration of first-year students is conditional until they comply with the conditions stated.

Tuition fees are payable as follows:

a) <u>Local students</u>

- A registration fee is payable at registration, please refer to UJ Fee booklet for details
- 60% of the tuition fees to be paid by 30 April for full year courses, 100% payable by 30 April for semester courses
- 100% of the tuition fees to be paid by 31 August

b) <u>International students</u>

- An upfront payment of 30% of tuition fees to be paid at registration
- 65% of the tuition fees to be paid by 30 April
- 100% of the tuition fees to be paid by 31 July
- The University will offer a 5% discount should all fees be paid at registration

Change of personal information

- Students must inform the University of any changes in their contact details and other

personal details or update the details personally on the Student Portal.

- Correspondence to students will be addressed to the students' email addresses and cellphone numbers supplied during registration or as changed according to the previous regulation.

Cancellation of studies

- Students cancel their studies in a particular programme or module by official notification thereof before the date determined by the University. This notification is submitted to the relevant faculty officer.
- Students who fail to notify the University officially before the prescribed dates will forfeit any claim to the reimbursement of money.
- Cancellation of studies in a semester module(s) or a year module(s) within a 21-calendar day period before the beginning of the assessment opportunity (exam) will be regarded as absent from the assessment opportunity.

ACADEMIC REGULATIONS

The Faculty Regulations must be read together with the Academic Regulations of the University of Johannesburg. The academic regulations are available online.

SPECIFIC REGULATIONS OF THE FACULTY OF HUMANITIES

HU. 1 DEGREES AND DIPLOMAS

NB: No degree programmes are offered in the evening or on a part-time basis.

The following titles for first degrees are applicable in the Faculty of Humanities:

Degree type	Abbreviation	Minimum study

HU. 2 FACULTY MINIMUM ADMISSION REQUIREMENTS

2.1 GENERAL INFORMATION

<u>Also refer to the Academic Regulations of the University of Johannesburg</u>

- Prospective students must apply for admission to programmes not later than the determined programme-specific closing dates as stipulated on the official UJ website. An annually determined application fee is payable for paper applications. Online applications are free. Admission is subject to selection in accordance with programme-

be granted admission to such programme at the discretion of the Executive Dean concerned. If a prospective student does not meet faculty-specific admission requirements in respect of a module in such a programme that is taught in a faculty other than the faculty in which the programme is offered, the Executive Dean must consult with the Executive Dean of the faculty within which the module resides before admission into the programme is granted.

- A new Admission Point Score (APS) expounded hereunder has been developed for the NSC based on the Achievement Rating of each subject.
- The APS is calculated as follows:
  - If a prospective student completed more than the minimum number of subjects in their NSC, the compulsory subjects and the best three remaining subjects will be used to calculate the total APS.

2.2.2 How to determine your Admission Point Score (APS)

An Admission Point Score (APS), explained below, has been developed for the National Senior Certificate (NSC) and the Independent Examinations Board (IEB) based on the Achievement Rating of each subject. The total APS is the sum of the achievement ratings of the six school subjects. Life Orientation is not counted in the calculation of the APS.

2.2.3 Rules to be implemented with this development

In order to determine the Admission Point Score (APS) the following principles need to be taken into consideration:

- Applicants with the following results, WAEC, Diplome or Exam D'Etat, Certificado de Habilitscoes Literarias, Ensino Medio and Baccalaureat should be linked with the Ordinary Level (O) Grades on ITS.
- Applicants with the following results, HIGCSE, NSSC (HL), AS Level, IB (SL) and KCSE should be linked to the South African NSC (N) Grades on ITS. Applicants who have sat for either A Level or IB (HL) should be linked to the (A) Grades on ITS.

APS	NATIONAL			INTERNATIONAL										
	NSC (IEB/SACAI)	SC HG (M-SCORE)	SC SG (M-SCORE)	HIGCSE/NSSC (HL)	IGCSE/NSSC (OL)	AS LEVELS	A LEVELS	IB (HL)	IB (SL)	WAEC	KCSE	Diplome/Exam D'	CHL/EM	Baccalaureate
10							A	7						

9							**B**	**6**						
8							**C**	**5**						
7	**7 (80%-100%)**	**A**		**1**		**A**	**D**	**4**	**7**		**A**			
6	**6 (70%-79 %)**	**B**	**A**	**2**		**B**	**E**	**3**	**6**		**B**			
5	**5 (60%-69 %)**	**C**	**B**	**3**	**A**	**C**		**2**	**5**	**A**	**C**	**80%-100%**	**16-20**	**16-20**
4	**4 (50%-59 %)**	**D**	**C**	**4**	**B**	**D**		**1**	**4**	**B**	**D**	**70%-79%**	**14-15**	**14-15**
3	**3 (40%-49 %)**	**E**	**D**		**C**	**E**			**3**	**C**	**E**	**50%-69%**	**10-13**	**10-13**
2	**2 (30%-39 %)**	**F**	**E**		**D/E**				**2**	**D/E**	**F**	**30%-49%**	**8-9**	**8-9**
1	**1 (0%-29%)**	**G**	**F**		**F/G**				**1**	**F/G**	**G**	**0%-29%**	**0-7**	**0-7**

2.2.4 Faculty-specific admission requirements

DIPLOMA PROGRAMME (3 years)

Programme	NSC suitable for …	Minimum APS	English
Public Relations and Communication	Diploma studies	25	5

DIPLOMA PROGRAMME (4 years)

Programme	NSC suitable for …	Minimum APS	English
Public Relations and Communication extended	Diploma studies	24	4

BACHELOR OF ARTS PROGRAMMES (3 years)

Programme	NSC suitable for …	Minimum APS	English
Bachelor of Arts	Degree studies	27	5
Bachelor of Arts in Community Development and Leadership	Degree studies	27	5

Programme	NSC suitable for	Minimum APS	English
Bachelor of Arts with specialisation in Language Practice	Degree studies	27	5

Programme	NSC suitable for …	Minimum APS	English	Mathematics
Bachelor of Arts with specialisation in Politics, Economics and Technology	Degree studies	27	5	4

BACHELOR OF ARTS PROGRAMME (4 years)

Programme	NSC suitable for …	Minimum APS	English
Bachelor of Arts extended	Degree studies	27	4
		24-26	5

BACHELOR'S PROGRAMME (4 years)

Programme	NSC suitable for	Minimum APS	English
Bachelor of Social Work	Degree studies	31	5

* It may also be expected of applicants to write an admission/placement test.
.**Please note:** The University of Johannesburg and the Faculty of Humanities have the right to change the requirements for the Faculty of Humanities. A restricted number of students are accepted in certain fields of study. In addition to the general minimum admission requirements, above programme-specific entry requirements may apply.

Please note:

- ***For Economics, Industrial Psychology, Informatics, Information Systems, Marketing Management and Statistical Methods an APS rating of 4 for Mathematics only is required.***
- ***For Geography a minimum of an APS rating of 4 for Mathematics only and an APS rating for any ONE of the following Grade 12 subjects are required: Geography, Life Science or Physical Science while also meeting the other additional Faculty entry requirements.***
- ***For Information Management an APS of 4 for Mathematics or an APS for Mathematical Literacy of 6 is required.***

2.3 National Certificate Vocational (NCV) admission

Students with an NCV will only be considered for admission into the BA (Extended), Diploma in Public Relations and Communication and Diploma in Public Relations and Communication (Extended).

2.3.1 The minimum admission requirement for a diploma (Diploma: Public Relations and Communication) and degree programme (BA Extended) is a National Certificate Vocational (NCV). Prospective students need to comply with the Faculty's minimum admission requirements, including the Admission Point Score (APS) and the achievement ratings of the six school subjects.

2.3.2 For the Language of Teaching and Learning of the Faculty, English, an achievement rating of 5 (80%-100%) is required or First Additional Language, an achievement rating of 5 (80%-100%) is required. For all other fundamental and vocational categories an achievement rating of 4 (70%-79%) is required for admission to the BA (Extended), Diploma in Public Relations and Communication and Diploma in Public Relations and Communication (Extended).

2.4 National Senior Certificate for Adults (NASCA) admission:

Students with an NASCA certificate will only be considered for admission into the Diploma in Public Relations and Communication and Diploma in Public Relations and Communication (Extended).

2.4.1 The minimum admission requirement for a Diploma in Public Relations and Communication and Diploma in Public Relations in Communication (Extended) is a National Senior Certificate for Adults (NASCA). Prospective students need to comply with the Faculty's minimum admission requirements.

2.4.2 To be awarded the NASCA a student has to pass with 120 credits on NQF level 4 obtaining an achievement rating of at least 70% in four 30 credit subjects. The four subjects must be from:

a. A minimum of two compulsory subjects:

- One language selected from the Communication Studies and Language and either Mathematics or Quantitative Literacy.

b. A minimum of two additional subjects selected from:
   - An additional official language, or
   - Human and Social Science (Religion Studies, History and Geography)

c. Admission:
   - Students should be 18 years of age to qualify for a bachelor's degree.
   - They need to have a minimum of four subjects, carrying 30 credits each to 120 together.
   - It is called the certificate of competence.
   - They should be admitted under the RPL process.

Programme	NSC suitable for …	Minimum APS	Group B		Mathematics / Mathematical Literacy	Subject 1	Subject 2	Subject 3
			Languages (Must comply with NACSA minimum requirements)					
			Language of Teaching and Learning	Or Other recognised language if another language taken in Gr 12				
Diploma in Public Relations and Communication	Diploma Studies	25	5	4	3	4 in any other subjects		
Diploma in Public Relations and Communication Extended	Diploma Studies	24	4	3	3	4 in any other subjects		

2.5 Amended Senior Certificate (SC(a)) admission:

2.5.1 Students with an SC(a) certificate will only be considered for admission into the BA Humanities (Extended), Diploma in Public Relations and Communication and Diploma in Public Relations and Communication (Extended).

2.5.2 The minimum admission requirement for a (BA Extended) is an SC(a). Prospective students need to comply with the Faculty's minimum admission requirements.

2.5.3 To be awarded the NASCA a student must have passed six subjects in the SC(a).

Programme	NACSA suitable for …	Minimum APS	Compulsory 1 language and Maths/Maths Literacy		Mathematics/Mathematical Literacy	Subject 1	Subject 2	Subject 3
			Languages (Must comply with NACSA minimum requirements)					
			Language of Teaching and Learning	Or Other recognised language if Another				

				language taken in Gr 12				
BA Extended Degree	Degree Studies	27	5	4	4	4 in all of the other subjects		
Diploma in Public Relations and Communication	Diploma Studies	25	5	4	3	4 in all of the other subjects		
Diploma in Public Relations and Communication Extended	Diploma Studies	24	4	3	3	4 in all of the other subjects		

2.6 Amended Senior Certificate (ASC)

2.6.1 The students must be 21 years old.
2.6.2 They must have the maximum of six subjects.
2.6.3 They do not have Matric endorsement.
2.6.4 The admission will be Senate discretionary admission and will require Senate approval.

2.6 RIGHT OF ADMISSION

The Vice-Chancellor and the Council of the University determine the admission of an applicant to the University. An applicant who has applied for admission and satisfies the minimum rules of access and admission, but who has been refused admission, may request written reasons for such refusal from the relevant Executive Dean.

The University of Johannesburg and its faculties have the right to change the admission requirements for a specific field of study.

2.7 REGISTRATION

2.7.1 Students submit themselves to the rules and regulations of the University and undertake to pay the prescribed fees by signing the official registration form and the formal agreement with the University. The registration of students is valid for the applicable registration period only and lapses on expiry of this period.
2.7.2 Students may not register simultaneously for two programmes at the University or for a programme or module at another university concurrently with their registration at the University without prior written consent of the executive deans of the relevant faculties and the relevant authority of the other university.
2.7.3 At least 50% of all the required modules (including all exit-level modules) that a student must successfully complete for an undergraduate qualification to be awarded or conferred must be completed at the University to obtain the qualification certification. Only in exceptional cases, may the Executive Dean in consultation with the Registrar grant permission to complete an exit-level module at another higher education institution.
2.7.3 Students may not register for more than the prescribed number of modules per academic year/semester as:
a) approved by Faculty Board and Senate;
b) reflected in the Faculty rules and regulations and curriculum; and

c) specified per year level.
The Executive Dean of the faculty may approve a maximum of two additional semester modules or one year module per academic year.

2.7.4 Students who cancel their registration are not entitled to reimbursement of the registration fee and remain liable for the tuition fee in accordance with the Student Fees Policy.

2.7.5 Not all modules listed under the various qualification curricular will necessarily be offered every year. Details of available modules and of the semester in which they will be offered will be made available after registration. The Dean has discretion in determining the number of registrations excluding cancellations needed for any module to be offered.

HU. 3 REQUIREMENTS TO QUALIFY FOR A BA DEGREE

3.1. Students register for a specific degree programme and their registration must be approved by the Executive Dean. Application for amendments to programmes must be submitted to the Executive Dean for approval.

3.2. To qualify for a BA degree, students are required to take a minimum of 14 semesters from subjects of which the Faculty of Humanities is the home faculty unless explicitly specified differently.

3.3. In the Faculty of Humanities a minimum of six semester modules (two each in three different subjects) at second-year level is required to qualify for a BA degree, except in cases where it is explicitly indicated otherwise in the regulations.

3.4. The Faculty reserves the right to rectify the registration of any student who was registered in whatever way contrary to the regulations contained in this regulation book when this is discovered.

3.5. The regulations that apply to obtain a degree in a particular degree programme are the regulations valid on the date of the first registration for that particular degree. Accordingly, the relevant regulations of the first registration for the new degree programme apply, when a student changes to another degree programme. In the case of study interruption (including studies for non-degree purposes), the regulations at the time of re-registration for the degree programme apply.

3.6. Students may obtain a degree in a particular degree programme in terms of the regulations for any year of uninterrupted studies for that particular degree.

3.7. In addition to the above, all potential graduates in their final year, will after the successful completion of the final examinations complete an application form (available at the Faculty Office) to be awarded a degree in respect of their enrolment. This applies to all undergraduate degree, diploma and honours students.

3.8. In the Faculty of Humanities no provision is made for either so-called enrichment programmes, or for additional programmes for enrichment.

NOTE: Degree/Diploma and/or module changes must be made within 10 (working) days after the beginning of the following semester.

HU. 4 NUMBER OF SEMESTER MODULES PER CURRICULUM

4.1 A curriculum for the Bachelor of Arts degree consists of 22 or 24 modules, as per curriculum outline HU. 14 – HU. 17.

HU. 5 PRACTICAL LANGUAGE MODULES

5.1 **Practical modules** are offered in Afrikaans A, B. These are full academic post-matriculation university modules and can be taken only if the relevant language has been passed at matriculation level. Afrikaans A, B is not accepted for degree purposes within the curricula of

Languages and General BA but is accepted for other curricula requiring a language.

HU. 6 PROMOTION REQUIREMENTS

6.1 Students in the Faculty of Humanities are allowed to register for the second year if they pass at least six semester modules of their approved curriculum (of which at least two semester modules must be in the same subject).

6.2 Students who are not promoted may, subject to requirements for and the succession of particular modules, with the permission of the Executive Dean, present modules from the second or later years of the curriculum, with the understanding that the total number of modules does not exceed eight semester modules.

6.3 Students who have temporarily discontinued their studies and who have passed a module whose content has in the meantime undergone substantial changes may be refused admission to a module for which this module is a prerequisite. Students who have failed a module twice will not be allowed to continue their studies in the same module at the University, except with the permission of the Executive Dean on recommendation of the relevant Head of Department after consultation with the Lecturer, or on recommendation of the faculty's examination or assessment committee.

6.4 Students in the Faculty of Humanities are promoted to the third year of study if, in addition to

psychologist.

7.1.14 The relevant Executive Dean may grant permission for extended examination time or a different form of examination on medical grounds.

7.1.15 The finalisation of the examination results, final marks for modules and general results is the responsibility of the examination committee of the respective faculties.

7.1.16 The scheduling of the last assessment opportunities (exam) occurs according to the fixed timetable for last assessment opportunities (exam). The onus is on the student to complete the last assessment (exam) on the date, at the time and in the venue specified.

7.2 APPEALS OF ASSESSMENT RESULTS

7.2.1 After the first examiner has finalised the marks and the results have been announced, a student

(a) who has failed the module, but whose final mark is at least 45%; or

(b) whose examination mark is at least 15% lower than their semester or year mark, or

7.2.2 who passed a module without distinction, but whose module mark or at least examination mark was a distinction, may apply to the relevant lecturer who awarded marks in the final or last examination opportunity for an explanation of the final mark obtained. Requests for the explanation of the award of final marks in the final exam must be made within 10 days after classes have commenced for the first or second semester.

7.2.3 No assessment material (for example answer scripts or portfolios) or copies of it may be provided to students after such explanatory discussion if such material would not otherwise have been returned to them. If, after the explanation has been provided as described, and the student is still dissatisfied with the award of marks, they may appeal to the Executive Dean. Executive Deans may, at their own discretion, decide to appoint an external arbiter to reassess the final and/or last summative assessment (examination). A fee, as determined by the University, is payable for the assessment by arbitration.

7.2.4 The fee is refunded if the arbiter alters results from a fail to a pass, or from a pass without *cum laude* to a pass with *cum laude.* In all other cases the fee is forfeited to the University.

7.2.5 There are no arrangements regarding oral examinations.

7.2.6 There must be at least one external examiner for an examination or other test examined at the end of the last semester of a year in a major subject, leading to a degree, diploma or certificate.

7.3 SPECIAL SUMMATIVE ASSESSMENT OPPORTUNITIES

7.3.1 Special summative assessment opportunities are considered by the faculty in which the programme/qualification resides, for students who, in the event of illness, for compassionate reasons, on religious grounds or for similar legitimate reasons, were prevented from attending a summative assessment opportunity. Students may be granted a special summative assessment opportunity if they apply for it within **seven calendar days** after the original date of the relevant summative assessment opportunity. The Executive Dean or the Vice-Dean, in consultation with the relevant Head of Department, considers all applications and decides whether or not to grant the special summative assessment opportunity. The Faculty Board determines the procedure for and manner of such application in accordance with University procedure. The application procedure must be contained in a relevant programme-specific information or learning guide.

7.3.2 The Assessment Committee or a senior administrative officer of a faculty in which the qualification resides may grant a student a supplementary last summative assessment opportunity if the student requires not more than the equivalent of two semester modules or one-year module for the completion of the relevant qualification, provided that the student:

a) was registered for the relevant module in the current academic year; and

b) was admitted to, and participated in the last assessment opportunity in the relevant module; and
c) has complied with all the experiential or practical requirements prescribed for the qualification (where applicable) excluding work-integrated modules; and
d) was not granted a supplementary last assessment opportunity in the relevant module during the current academic year; and
e) the Executive Dean of the faculty in which the qualification resides may, in exceptional circumstances, waive one or more of the conditions specified.

7.3.3 The scheduling of special assessment opportunities occurs according to the fixed timetable for special assessment opportunities. The onus is on the student to complete the special assessment on the date, at the time and in the venue specified.

7.3.4 No capping of a final mark is applicable in the case of a special assessment opportunity.

7.4 SUPPLEMENTARY ASSESSMENT OPPORTUNITIES

7.4.1 Supplementary assessment opportunities are automatically granted to a student for those modules:

- where the final mark ranges from 45% to 49% and the student had attempted the last assessment opportunity (exam) for the module; or
- where the final period/semester/year mark is at least 60% but the student failed the module having attempted the assessment opportunity for the module;
- where the student is a final-year student and the module concerned is a first semester module and the module is a prerequisite for a module in the second semester of the particular programme, and the student obtained a final mark of at least 40% in the module concerned.

7.4.2 The scheduling of special assessment opportunities occurs according to the fixed timetables for special assessment opportunities. The onus is on the student to complete the special assessment on the date, at the time and in the venue specified.

7.4.3 The supplementary assessment opportunity is based on all the outcomes of the specific module and the duration must be the same as that of the last assessment opportunity except in the case of an oral assessment.

7.4.4 When a supplementary assessment is written the final period/semester/year mark is taken into account when calculating the final mark for the module.

7.4.5 When a supplementary assessment is written, the final mark is capped at 50%.

7.4.6 Students are personally responsible for ascertaining whether they qualify for a supplementary assessment opportunity and for acquainting themselves with the details of the timetable and venue.

7.5 EXPLANATION OF GLOBAL RESULT CODES

After completion of the last assessment opportunity (exam) session, students will receive a global result code regarding the overall performance for the semester/year. The following table explains the result codes given to students after the last assessment (exams).

CODE	DESCRIPTION
P8	**DEGREE/DIP WITH DISTINCTION** Congratulations! Obtained degree/diploma certificate with DISTINCTION. The graduation ceremony will take place during [date to be determined]. Information regarding the ceremony will be communicated to you during [date to be determined].

P7	**OBTAINED DEGREE/DIP** Congratulations! Obtained degree/diploma certificate. The graduation ceremony will take place during [date to be determined]. Information regarding the ceremony will be communicated to you during [date to be determined].
PH	**YOU ARE A POTENTIAL GRADUATE** Your final results will be published when all results are finalised. Should you have been successful in your final assessments, you will be linked to the next graduation ceremony.
P0	**ALL REQUIREMENTS MET, PENDING SUBMISSION OF HESA CERTIFICATE** Your qualification completion is still awaiting your matric certificate/HESA documentation. Please submit the document to the faculty office at C-Ring 2.
P6	**DEGREE/DIP/CERT COND SSA EXAMS** The completion of your degree/diploma depends on the result/s of your supplementary/special assessment/s or requirements as indicated under Academic Regulation 11.5.3.
P5	**CONTINUE STUDIES** You may continue with the rest of your modules.
P4	**PROMOTED** Congratulations! You have been promoted to enrol for modules in the next year of your qualification.
E1	**PROCEED: PASS ALL MODULES NOVEMBER (UNDERGRADUATE)** Warning – Proceed on condition that all modules must be passed during November, failing to comply may lead to academic exclusion from Humanities.
E2	**PROCEED: PASS ALL MODULES JUNE (UNDERGRADUATE)** Warning – Proceed on condition that all modules must be passed during June, failing to comply may lead to academic exclusion from Humanities.
FT	**RESULTS NOT FINALISED** Your global result code depends on the outcome of your supplementary/special assessment result.
SV	**APPOINTMENT WITH THE HOD** You must make an appointment with your HoD to assess whether you may continue with your studies. A letter of recommendation from your HoD will need to be submitted to the faculty for consideration.
L3	**YOU HAVE FAILED A MODULE TWICE** Refer to Academic Regulation 6.6. A letter of recommendation from your HoD will need to be submitted to the faculty office in order to continue with your studies.
F5	**CONTINUATION CONDITIONAL: DEAN** The student may proceed the next year with the same qualification, but the registration will be subject to certain conditions as decided on by the Executive Dean (see Academic Regulations 6.8 and 6.9).
F7	**NO READMISSION SEMESTER 1 (UNDERGRADUATE)** You have been academically excluded from Humanities due to inadequate academic performance in semester 2. You can lodge an

	appeal for readmission online via uLink.
BF	**NO READMISSION SEMESTER 2 (UNDERGRADUATE)** You have been academically excluded from Humanities due to inadequate academic performance in semester 1. You can lodge an appeal for readmission online via uLink.
1F	**APPEAL SUCCESSFUL SEMESTER 1 (UNDERGRADUATE)** Your appeal for continued study for semester 1 has been successful. You may continue with your studies subject to conditions set out in the agreement signed by yourself and the Faculty.
4F	**APPEAL SUCCESSFUL SEMESTER 2 (UNDERGRADUATE)** Your appeal for continued study for semester 2 has been successful. You may continue with your studies subject to conditions set out in the agreement signed by yourself and the Faculty.
3F	**APPEAL UNSUCCESSFUL SEMESTER 1 (UNDERGRADUATE)** Your appeal for continued study in Humanities has been unsuccessful. You are still academically excluded from Humanities and will not be allowed to continue your studies. No further appeals will be considered.
5F	**APPEAL UNSUCCESSFUL SEMESTER 1 (UNDERGRADUATE)** Your appeal for continued study in Humanities has been unsuccessful. You are still academically excluded from Humanities and will not be allowed to continue your studies. No further appeals will be considered.
L2	**Conditions not met, no readmission permitted** You have failed to meet the agreed upon conditions for the continuation of your studies. Your now are academically excluded. No futher appeals will be considered.

7.6 CALCULATION OF FINAL MARK

The calculation criteria for undergraduate modules are as follows, unless stated otherwise:

A student needs a final period/semester/year mark of 40% to gain entrance to the last assessment opportunity (exam). The semester and last assessment opportunity (exam) mark weight is 50:50. A student needs a last assessment opportunity (exam) mark of at least 40% and a final mark of 50% to pass a module.

When a supplementary assessment is written, the final period/semester/year mark contributes to the final mark, and the latter is capped at 50%. When a special assessment is written, the final period/semester/year mark contributes to the final mark, and the latter is not capped at 50%.

HU. 8 REQUIREMENTS FOR AWARDING OR CONFERRING A QUALIFICATION WITH DISTINCTION

8.1 Duration

- Students must complete an undergraduate programme in the minimum period of study specified for the programme, unless the Executive Dean has approved a longer period of study for legitimate reasons.
- Students must complete an advanced diploma, a postgraduate diploma or an honours qualification within one year if registered full time and within two years if registered part time.

8.2 Average final mark for the qualification

- Students must achieve a weighted and/or proportional calculated average final mark for an undergraduate qualification of at least 75% as determined by the Faculty Board, approved by Senate and contained in the Faculty Rules and Regulations.

8.3 Notes:

A weighted average of at least 75% must be obtained collectively for all modules. Degrees will not be condoned if they do not strictly meet the following criteria:

8.3.1 Distinctions must be obtained in at least two major subjects. Students pass with distinction in a major subject if an average of 75% is obtained for both semesters as a final mark for the final year.

8.3.2 Only the minimum number of modules for a particular degree is taken into account and in cases where additional modules have been taken, an ad hoc decision, as in the case of the finalisation of the examination results, will be made of which modules will be taken into account. The Faculty reserves sole and absolute right of discretion to decide which additional modules will be taken into account. The Faculty's decision in this instance is binding and final. If students are from another university and complete the same degree at this University, the same requirements as stated above apply *mutatis mutandis.*

8.3.3 If students change degree programmes, the previous academic record will not be taken into account.

8.3.4 If a degree is obtained *cum laude*, this will be indicated on the degree certificate. Module weights that are applied to the weighted average mark for a bachelor's degree *cum laude* are:

For a first-year semester module	1/9 or 10
For a second-year semester module	1/8, 9 or 10
For a third-year semester module	1/6, 7, 8 or 10
For a fourth-year semester module	1/4, 5 or 6

* Deviations from the above might occur depending on the number of prescribed modules according to the particular regulation.

** The weight is linked to a semester module and is independent of the study year.

Please note: For any further assessment policies refer to the Academic Regulations of 2021.

HU. 9 APPEALS AGAINST ACADEMIC EXCLUSION (F7/BF)

9.1 Students may lodge an appeal against their academic exclusion (i.e. receiving an F7/BF global result code) at the specific faculty on the campus where the student is registered. Faculty -specific arrangements will be made and dates publicised by the faculty concerned.

9.2 Applicants who want to appeal must follow the prescribed administrative procedure by submitting their motivation and supporting documents as well as other substantiating documents to the relevant dean's office according to faculty guidelines and procedures and in accordance with UJ policies.

9.2 The Faculty Appeals Committee will consider the appeals and may refuse or allow readmission.

9.3 The students will be notified in writing of the outcome of the appeal.

9.4 The decision of the Faculty Appeals Committee is final subject to 9.6.

9.5 Students who transfer to another faculty retain their academic record related to their previous registration for any other programme(s).

9.6 When a Faculty Appeals Committee allows readmission under circumstances where a student had submitted incorrect information and documentation for an appeal, or had omitted to provide information or documentation for an appeal, the Faculty Appeals Committee may reverse its

decision and the registration of the student may be cancelled.

HU. 10 ALPHABETICAL LIST OF MODULES WITHIN BACHELOR'S PROGRAMMES

A bachelor's degree in the Faculty of Humanities is compiled from the following alphabetical list of modules, with compulsory electives and prerequisites.
YM = year module; SM = semester module

MODULE		MODULE CODE	YM/ SM	PRE/COREQUISITES AND COMMENTS
Active Citizenship	A	ACS1AA1	SM	Service module for CBE, FEBE
African Insights		AFINSA1	SM	Online
Afrikaans	A	AFR0AA1	SM	APS 4
	B	AFR0BB1	SM	APS 4
	1A	AFR1AA1	SM	APS 4
	1B	AFR1BB1	SM	APS 4
	2A	AFR2AA2	SM	Afrikaans 1A & 1B
	2B	AFR2BB2	SM	Afrikaans 1A & 1B
	3A	AFR3AA3	SM	Afrikaans 1A, 1B, 2A & 2B
	3B	AFR3BB3	SM	Afrikaans 1A, 1B, 2A & 2B
Analytical Techniques	1A	ATE01A1	SM	NSC Mathematics 4 (Technical Mathematics is accepted). BA with specialisation in PET.
	1B	ATE01B1	SM	
Anthropology	1A	ATL1AA1	SM	
	1B	ATL1BB1	SM	
	2A	ATL2AA2	SM	
	2B	ATL2BB2	SM	
	3A	ATL3AA3	SM	Anthropology 2A & 2B
	3B	ATL3BB3	SM	Anthropology 2A & 2B
Business Communication 1B	1B	CBSEXB1	SM	BA Extended
Classical Culture	1A	CLC1AA1	SM	
	1B	CLC1BB1	SM	
	2A	CLC2AA2	SM	
	2B	CLC2BB2	SM	
	3A	CLC3AA3	SM	
	3B	CLC3BB3	SM	

MODULE		MODULE CODE	YM/ SM	PRE/COREQUISITES AND COMMENTS
Communication and Media	1A	CAM1AA1	SM	
	1B	CAM1BB1	SM	
	2A	CAM2AA2	SM	
	2B	CAM2BB2	SM	
	3I	CAM3IA3	SM	
	3J	CAM3JB3	SM	
	3K	CAM3KA3	SM	
	3L	CAM3LB3	SM	
	3M	CAM3MA3	SM	
	3N	CAM3NB3	SM	
Communication Management	1A	COM1AA1	SM	
	1B	COM1BB1	SM	
	1A	COMEXY1	YM	Extended Diploma
	1B	COMEXY2	YM	Extended Diploma
	2A	COM2AA2	SM	
	2B	COM2BB2	SM	
	3A	COM3AA3	SM	
	3B	COM3BA3	SM	
Community Development and Leadership	1A	CDL1AA1	SM	
	1B	CDL1BB1	SM	
	2A	CDL2AA2	SM	
	2B	CDL2BB2	SM	
	3A	CDL3AA3	SM	CDL1AA1, CDL1BB1
	3B	CDL3BB3	SM	CDL1AA1, CDL1BB1
Community Development and Leadership Internship	3	CDL3003	YM	CDL1A11, CDL1B21
Development Studies	1A	DEV1AA1	SM	
	1B	DEV1BB1	SM	
	1A	DEVEXA1	SM	BA Extended. B7EX2Q
	1B	DEVEXB1	SM	BA Extended. B7EX2Q
	2A	DEV2AA2	SM	
	2B	DEV2BB2	SM	
	3A	DEV3AA3	SM	Development Studies 2A and 2B
	3B	DEV3BB3	SM	Development Studies 2A and 2B
Economics	1A	ECO01A1	SM	NSC Math level 4
	1B	ECO01B1	SM	
	2A	ECO2AA2	SM	

MODULE		MODULE CODE	YM/ SM	PRE/COREQUISITES AND COMMENTS
	2B	ECO2BB2	SM	ECO01A1
	3A	ECO3AA3	SM	ECO01A1 and EKN1B01
	3B	ECO3BB3	SM	ECO01A1, ECO01B1 and ECO2AA2
English	1A	ENG1AA1	SM	
	1B	ENG1BB1	SM	
	1C	ENG0CA1	SM	Credits cannot be obtained for English 1A
	1C	ENGDCA1	SM	Credits cannot be obtained for English 1A
	1D	ENG0DB1	SM	and 1B as well as English 1C and 1D
	1C	ENGEXC1	SM	BA extended
	1D	ENGEXD1	SM	BA extended
	2A	ENG2AA2	SM	English 1A and 1B **or** English 1C and 1D
	2B	ENG2BB2	SM	
	3A	ENG3AA3	SM	English 2A and 2B
	3B	ENG3BB3	SM	
Entrepreneurship	2A	ENT12A2	SM	BA with specialisation in PET
	2B	ENT22B2	SM	
French	1A	FRE1AA1 (Currently not offered)	SM	No prior knowledge is necessary
	1B	FRE1BB1 (Currently not offered)	SM	French 1A
	2A	FRE2AA2 (Currently not offered)	SM	French 1C and 1D, **or** French 1A and 1B
	2B	FRE2BB2 (Currently not offered)	SM	French 2A
	3A	FRE3AA3	SM	French 2A and 2B
	3B	FRE3BB3	SM	French 3A
Geography	1A	GGR01A1	SM	An APS of 4 for Mathematics (Technical Mathematics is not accepted) and 4 for any 1 of: Geography, Life Science or Physical Science
	1B	GGR01B1	SM	
	2A	GGR02A2	SM	Geography 1B
	2B	GGR02B2	SM	Geography 1A
	3A	GGR03A3	SM	Geography 2A & 2B
	3B	GGR03B3	SM	Geography 2A & 2B

MODULE		MODULE CODE	YM/ SM	PREREQUISITES AND COMMENTS
Greek (not offered currently)	1A	GRK1AA1	SM	No prior knowledge is necessary
	1B	GRK1BB1	SM	Greek 1A
	2A	GRK2AA2	SM	Greek 1B
	2B	GRK2BB2	SM	Greek 2A
	3A	GRK3AA3	SM	Greek 2B
	3B	GRK3BB3	SM	Greek 3A
History	1A	HIS1AA1	SM	
	1B	HIS1BB1	SM	
	2A	HIS2AA2	SM	
	2B	HIS2BB2	SM	
	3A	HIS3AA3	SM	History 1A & 1B
	3B	HIS3BB3	SM	History 1A & 1B
Industrial Psychology	1A	IPS11A1	SM	APS 4 in Mathematics
	1B	IPS21B1	SM	
	2A	IPS12A2	SM	IPS11A1
	2B	IPS22B2	SM	IPS11A1 and SMT01A1 (To note: the module SMT01A1 is not offered towards Humanities curricula, so if this is selected as a module choice, this module must be registered in the first year of registration as a non-degree purposes registration)
	3A	IPS13A3	SM	
	3B	IPS23B3	SM	IPS11A1 and IPS21B1

MODULE		MODULE CODE	YM/ SM	PREREQUISITES AND COMMENTS
Mathematics	1A	MAT01A1	SM	Mathematics 6 (Technical Mathematics is not accepted)
	1B	MAT01B1	SM	MAT01A1
	2A1	MAT01A2	SM	MAT01A1, MAT01B1
	2A2	MAT02A2	SM	MAT01A1, MAT01B1
	2B1	MAT01B2	SM	MAT01A2, MAT02A2
	2B2	MAT02B2	SM	MAT01A2, MAT02A2
Media	1A	MED1AA1	SM	
	1B	MED1BB1	SM	
	2A	MED2AA2	SM	
	2B	MED2BB2	SM	
	3A	MED3AA3	SM	
Methodology and Practicum: FET and Senior Phase Afrikaans	3A	MFSPAA3	SM	Afrikaans 3A
	3B	MFSPAB3	SM	Afrikaans 3B
	4	MFSPAY4	YM	Afrikaans 4
Methodology and Practicum: FET and Senior Phase Sepedi and isiZulu	3A	MFSPSA3	SM	Sepedi 3A
	3B	MFSPSB3	SM	Sepedi 3B
	4	MFSPSY4	YM	Sepedi 4
	3A	MFSPZA3	SM	Isizulu 3A
	3B	MFSPZB3	SM	Isizulu 3B
	4	MFSPZY4	YM	Isizulu 4
Modern Greek	1A	MDG1AA1 (Currently not offered)	SM	No prior knowledge is necessary
	1B	MDG1BB1 (Currently not offered)	SM	Modern Greek 1A
	2A	MDG2AA2	SM	Modern Greek 1B
	2B	Currently	SM	Modern Greek 2A
	3A	not offered)	SM	Modern Greek 2B
	3B	MDG2BB2	SM	Modern Greek 3A
		Currently		
		not offered)		
		MDG3AA3		
		MDG3BB3		
Northern Sotho	1A	NOS1AA1	SM	No prior knowledge is necessary
	1B	NOS1BB1	SM	Northern Sotho 1A
Northern Sotho for Senior and FET Phase	1A	NSP1AA1	SM	Competency module
	1A	NSS1AA1	SM	
	1B	NSS1BB1	SM	NSS1AA1 or NSP1AA1

MODULE		MODULE CODE	YM/ SM	PREREQUISITES AND COMMENTS
Philosophy	1A	PHL1AA1	SM	
	1A	PHLEXA1	SM	BA Extended
	1B	PHL1BB1	SM	
	2A	PHL2AA2	SM	Philosophy 1A **or** 1B
	2B	PHL2BB2	SM	Philosophy 1A **or** 1B
	3A	PHL3AA3	SM	Three of the following modules:
	3B	PHL3BB3	SM	Philosophy 1A,1B, 2A or 2B
Politics	1A	POL1AA1	SM	
	1A	PIR1AA1	SM	BA with specialisation in PET
	1B	POL1BB1	SM	
	1B	PIR1BB1	SM	BA with specialisation in PET
	2A	POL2AA2	SM	
	2A	PIR2AA2	SM	BA with specialisation in PET
	2B	POL2BB2	SM	
	2B	PIR2BB2	SM	BA with specialisation in PET
	2C	POL2CA2	SM	
	2D	POL2DB2	SM	
	3A	POL3AA3	SM	
	3A	PIR3AA3	SM	PPE and BA with specialisation in PET
	3B	POL3BB3	SM	
	3B	PIR3BB3	SM	PPE and BA with specialisation in PET
	3C	POL3CA3	SM	
	3D	POL3DB3	SM	
Professional Writing Skills	1A	PWS1AA1	SM	
	1B	PWS1BB1	SM	PWS1AA1
Professional Practice	1	PPR1001	YM	
	2	PPR2002	YM	
	3	PPR3003	YM	
Psychology	1A	PSY1AA1	SM	All programmes
	1B	PSY1BB1	SM	All programmes. PSY1A
	2A	PSY2AA2	SM	All programmes. PSY1A, 1B
	2C	PSY2CA2	SM	All programmes. PSY1A, 1B
	2D	PSY2DB2	SM	All programmes. PSY2A or 2C (these pre-requisites are applicable only when Psychology is taken as a major)
	2H	PSY2HB2	SM	All programmes. PSY2A or 2C (these pre-requisites are applicable only when Psychology is taken as a major)

	3A	PSY3AA3	SM	All programmes. PSY2D/2H
	3C	PSY3CA3	SM	All programmes. PSY2D2H
	3D	PSY3DB3	SM	All programmes. PSY3A/3C/3E
	3E	PSY3EA3	SM	All programmes. PSY2D2H
	3F	PSY3FB3	SM	All programmes. PSY3A/3C/3E
	3G	PSY3GA3	SM	All programmes. PSY2D2H
Public Management and Governance	1A	PMG1AA1	SM	
	1B	PMG1BB1	SM	
	2A	PMG2AA2	SM	
	2B	PMG2BB2	SM	
	3A	PMG3AA3	SM	
	3B	PMG3BB3	SM	
	3C	PMG3C13	SM	
	3D	PMG3D23	SM	
Public Relations	1A	PRL1AA1	SM	
	1B	PRL1BB1	SM	
	1A	PRLEXY1	YR	Extended Diploma
	1B	PRLEXY2	YR	Extended Diploma
	2A	PRL2AA2	SM	
	2B	PRL2BB2	SM	
	3A	PRL3AA3	SM	
	3B	PRL3BA3	SM	
Religion	1A	REL1AA1 (Currently not offered)	SM	
	1B	REL1BB1 (Currently not offered)	SM	
	2A	REL2AA2	SM	
	2B	REL2BB2	SM	
	3A	REL3AA3	SM	
	3B	REL3BB3	SM	
Search Engine Optimisation	2B	IMO21B1	SM	NSC Mathematics 4 or Mathematical Literacy 6. BA with specialisation in PET.
Sepedi	1A	SEP1AA1	SM	Sepedi Home language (for the Senior and FET Phase Competency test for NSP1AA1 must be concluded successfully)
	1B	SEP1BB1	SM	Sepedi Home language (for the Senior and FET Phase Competency test for NSP1BB1 must be concluded successfully)
	2A	SEP2AA2	SM	Sepedi 1A
	2B	SEP2BB2	SM	Sepedi 1B
	3A	SEP3AA3	SM	Sepedi 2A
	3B	SEP3BB3	SM	Sepedi 2B

MODULE		MODULE CODE	YM/ SM	PREREQUISITES AND COMMENTS
Social Media Management	2A	IMS12A2	SM	NSC Mathematics 4 or Mathematical Literacy 6. BA with specialisation in PET.
Social Work	1A	SCW1AA1	SM	
	1B	SCW1BB1	SM	
	2A	SCW2AA2	SM	Internship 1
	2B	SCW2DB2	SN	Internship 1
	3A	SCW3AA3	SM	Internship 2
	3E	SCW3EA3	SM	Internship 2
	3H	SCW3HB3	SM	Internship 2
	3J	SCW3JB3	SM	Internship 2
	4A	SCW4AA4	SM	
	4C	SCW4CA4	SM	
	4D	SCW4DB4	SM	
	4H	SCW4HB4	SM	
	4J	SCW4J04	YR	Internship 3
	4L	SCW4LB4	SM	
Social Work Internship	1	INT1001	YM	Compulsory module for Social Work
	2	INT2002	YM	Internship 1
	3	INT3003	YM	Internship 2
	4	INT4004	YM	Internship 3
Sociology	1A	SOC1AA1	SM	
	1B	SOC1BB1	SM	
	2A	SOC2AA2	SM	
	2B	SOC2BB2	SM	
	3A	SOC3AA3	SM	Sociology 1A, 1B
	3B	SOC3BB3	SM	Sociology 1A, 1B
Statistical Methods	A	SMT01A1	SM	APS: Mathematics 4 (Technical Mathematics is accepted)
Strategic Communication	1A	SCO1AA1	SM	
	1B	SCO1BB1	SM	
	1A	SCOEXA1	SM	BA Extended. B7EX5Q.
	1B	SCOEXB1	SM	BA Extended. B7EX5Q.
	2A	SCO2AA2	SM	
	2B	SCO2BB2	SM	
	2C	SCO2CA2	SM	
	2D	SCO2DB2	SM	
	3A	SCO3AA3	SM	
	3B	SCO3BB3	SM	
	3C	SCO3CA3	SM	

	3D	SCO3DB3	SM	
MODULE		**MODULE CODE**	**YM/ SM**	**PRE/COREQUISITES AND COMMENTS**
Teaching Methodology and Practicum: FET Sepedi	1	MPFSEY1	YM	Sepedi. A5FTTQ
Teaching Methodology and Practicum: FET isiZulu	1	MPFZUY1	YM	IsiZulu. A5FTTQ
Zulu	1A	ZUL1AA1	SM	No prior knowledge required
	1B	ZUL1BB1	SM	ZUL1AA1
Zulu for the Senior and FET Phase	1A	ZSP1AA1	SM	Competency module
	1A	ZUS1AA1	SM	No prior knowledge required
	1B	ZUS1BB1	SM	ZUS1AA1 or ZFP1AA1 (for the Senior and FET Phase Competency test for ZSP1AA1 must be concluded successfully)

Please note:

AFRICAN INSIGHTS AND/OR ARTIFICIAL INTELLIGENCE IN THE 4IR
All first-year undergraduate students at the University of Johannesburg will be expected to complete ONE of the following compulsory Short Learning Programmes:

1) African Insights (an introduction to the intellectual traditions and debates in Africa), OR
2) Artificial Intelligence in the 4IR

The programmes are fully online and available on ULink. Upon successful completion, students will receive an electronic certificate, and will reflect on the academic record. Both programmes are exciting, stimulating and relevant. Students are urged to complete both programmes, although completion of only one is compulsory.

DEGREE AND DIPLOMA PROGRAMMES

HU. 11 EXIT-LEVEL OUTCOMES

11.1 BACHELOR OF ARTS

Students who have a Bachelor of Arts degree in the Humanities and Social Sciences should be able to:

- demonstrate familiarity with and have an informed outline knowledge and understanding of the content, theories, and scholarly positions of the critical core of a number of disciplines at a basic and intermediate level (level 5);
- demonstrate a systematic and well-rounded knowledge, and the ability to critically question the basic assumptions of the most important theories, scholarly positions and basic methodologies of one or more disciplines (level 6);
- show competence with the basic and elementary modes of inquiry of at least one or more core disciplines to specified, less complex problems (both concrete and abstract);
- analyse and locate her/his own work in contemporary contexts (such as the South African and African contexts) regarding specific issues and/or problems;
- interpret topical issues using different perspectives in the disciplines included at level 6;
- interpret, explain and/or develop an argument around and an understanding of newly encountered material and demonstrate an ability to marshal an approach used in one or more disciplines included at the exit level (level 6).

11.2 DIPLOMA

Students who have a Diploma in Public Relations and Communication should be able to:

- execute specialised public relations activities;
- produce communication media for public relations contexts;
- use theory to shape the broader context in which a public relations practitioner functions;
- use administration and leadership qualities as a public relations professional.

HU. 12 CURRICULUM FOR DIP (PUBLIC RELATIONS AND COMMUNICATION)

Programme code: D7002Q	SAQA ID: 97064	HEQF level: 6	Credits: 408

Purpose: The aim of the qualification is to develop in the student the competency to plan, apply, implement and evaluate public relations and communication management practices in a variety of business and social contexts.

The curriculum for the Diploma (Public Relations and Communication) programme consists of the following modules:

First Year	Second Year	Third Year	Semester modules
Public Relations 1A&1B	Public Relations 2A&2B	Public Relations 3A&3B	6
Communication Management 1A&1B	Communication Management 2A&2B	Communication Management 3A&3B	6
Media 1A&1B	Media 2A&2B	Media 3A	5

First Year	Second Year	Third Year	Semester modules
Professional Writing Skills 1A&1B			2
*Professional Practice 1	*Professional Practice 2	*Professional Practice 3	6
10 semester modules	8 semester modules	7 semester modules	25

Majors: Communication Management, Public Relations and Media.
* Experiential time for this qualification is .5.

HU. 13 CURRICULUM FOR EXTENDED DIP (PUBLIC RELATIONS AND COMMUNICATION)

Programme code: D7EX2Q	SAQA ID: 84628	HEQF level: 6	Credits: 400

Purpose: The purpose of this qualification is intended to develop in a student the competence to plan, apply and monitor public relations and communication activities in a variety of contexts.

The curriculum for the Extended Diploma (Public Relations and Communication) programme consists of the following modules:

First Year	Second Year	Third Year	Fourth Year	Semester modules
Fundamental Research Practice	Communication Management 1B	Communication Management 2A&2B	Communication Management 3A&3B	7
Workplace Preparation	Public Relations IB	Public Relations 2A&2B	Public Relations 3A&3B	7
Basic Business Calculations	Media 1A&1B	Media 2A&2B	Media 3A	7
Communication Management 1A	Professional Writing Skills 1A&1B			3
Public Relations IA				1
End-User Computing (Module A)	Professional Practice 1	Professional Practice 2	Professional Practice 3	7
9 semester modules	8 semester modules	8 semester modules	7 semester modules	32

* Experiential time for this qualification is .5.

HU. 14 CURRICULUM FOR BA

Programme code: B7023Q	SAQA ID: 101231	NQF level: 7	Credits: 376/388

Purpose: This is a first formative qualification. A successful student will have acquired the intellectual competencies and practical skills to discuss, problematise and investigate human conduct and interaction, particularly in the South African context.

The curriculum for the BA programme consists of 22 semester modules compiled as follows:

First Year	Second Year	Third Year	Semester modules
Major 1A&1B	Major 2A&2B	Major 3A&3B	6
Major 1A&1B	Major 2A&2B	Major 3A&3B	6
Elective 1A&1B	Elective 2A&2B	Elective 3A&3B*	6
Elective 1A&1B	Elective 2A&2B		4
8 semester modules	8 semester modules	6 semester modules	22

<u>The following majors are offered:</u>

- Afrikaans
- Anthropology
- Classical Culture and Mythologies
- Communication and Media
- Development Studies
- Economics
- English
- French (not offered currently)
- Geography
- Greek (not offered currently)
- History
- Industrial Psychology
- isiZulu
- Language Practice
- Latin (not offered currently)
- Linguistics
- Marketing Management
- Mathematics
- Modern Greek (not offered currently)

- Philosophy
- *Politics (2A and 2B, are compulsory if Politics is selected as a major, with 2C and 2D selected as electives in the second year and 4 third-year modules must be taken: 3A, 3B, 3C and 3D)
- *Psychology (2A and 2C are compulsory if Psychology is selected as a major, with 2H selected as an elective in the first semester and 2D selected as an elective in second semester in the second year, as well as 4 third-year modules in the third year if Psychology is taken as a major, as follows: 3A, 3D and 3F are compulsory, with an elective selected form either 3E or 3G)
- *Public Management and Governance (4 third-year modules must be taken: 3A, 3B, 3C and 3D)
- Religion (not offered currently)
- Sepedi
- Sociology
- *Strategic Communication (if selected as a major 2 compulsory third-year modules 3A and 3B must be taken. 3C and 3D could then be taken as electives)

Electives may be chosen from the list of majors.

The following modules are offered at first-year level only, not as part of a major:

- Northern Sotho 1A&1B
- Zulu 1A&1B

Please note:

1. The full list of modules with their prerequisites may be taken as majors as set out in regulation HU. 9. **Note** that any of these modules may also be taken as an elective provided prerequisites are met.
2. Any module may be chosen provided that:
    - The timetable permits the choice.
    - Entry requirements and pre-requisites of modules permit the choice.
    - At least two majors are completed, where a major is understood as
        - a subject that must be taken in both semesters of every year and at least 6 modules must be completed in the particular subject;
        - when choosing the subjects Politics, Psychology, Public Management and Governance, 4 third-year modules in the subject must be taken, together with another major. In such cases, students only need to take another major and not elective modules in the second and third years of study.
    - Of the majors taken, at least one from a Humanities subject must be taken as indicated in the Yearbook (the other(s) may be from another faculty).
    - No second-year level module is attempted prior to the second year of study and no third-year module is attempted prior to the third year of study without written permission from the Dean.
    - No second-year module is attempted before at least 6 first-year modules are passed (as per Faculty regulation).
    - No third-year module is attempted before at least 6 first-year **and** 5 (60%) second-year modules are passed (as per Faculty regulation).
    - At least 22 modules are taken in total of which at least 15 modules (66%) are from Humanities, amounting to at least 360 credits in total.
    - If a student registers for Politics and Psychology as a major, four second and third year modules are taken and students only need to take another major

and not electives in the second and third years of study

- If a student registers for and Public Management and Governance, or Strategic Communication as a major, four third year modules are taken and students only need to take another major and not electives in the third year of study.
- Credits will be more than the prescribed total.

HU. 15 CURRICULUM FOR BA with specialisation in Language Practice

Programme code: B7026Q	SAQA ID: 101231	HEQF level: 7	Credits: 388

Purpose: Practical competence: Language proficiency in chosen languages. Writing and productive skills. Translation, interpreting and text editing skills. Terminology and document management skills. Basic language, text and discourse research skills. Supportive linguistic, text and discourse, psycholinguistic, sociolinguistic, socio-pragmatic, pragma-linguistic and cross-cultural competence. Foundational competence: Knowledge of and insight into the theoretical underpinning of linguistics, the chosen languages and communication. Reflective competence: Strategic and critical application of theory in linguistics and communication with a view to practical, academic and professional situations.

The curriculum for the BA with specialisation in the Language Practice programme consists of 22 semester modules compiled as follows:

First Year	Second Year	Third Year	Semester modules
Linguistics 1A&1B	Linguistics 2A&2B	Linguistics 3A&3B	6
Language 1A&1B or 1C&1D	Language 2A&2B	Language 3A&3B	6
Language Practice 1A&1B	Language Practice 2A&2B	Language Practice 3A&3B	6
Language 1A&1B	Language 1A&1B		4
8 semester modules	8 semester modules	6 semester modules	22

Language majors: Afrikaans, English, French (not offered currently), isiZulu, Modern Greek (not offered currently) and Sepedi.

Language electives: Afrikaans, English, French (not offered currently), isiZulu, Modern Greek (not offered currently)and Sepedi.

Alternative language electives: Northern Sotho 1A&1B and Zulu 1A&1B. (These subjects are available to students to choose from, on condition that there are no timetable clashes.)

HU. 16 CURRICULUM FOR BA with specialisation in Politics, Economics and Technology (PET)

Programme code: B7024Q	SAQA ID: 101231	NQF level: 7	Credits: 360/394/408

Purpose: The BA PET is a multidisciplinary programme that equips a graduate with the skills, knowledge and attributes needed to function in contemporary environments, being cognizant of the major interplay between technology and society. Graduates will have higher-order skills to navigate increasingly complex intersections prompted by the Fourth Industrial Revolution.

The curriculum for the BA with specialisation in Politics, Economics and Technology programme consists of 22 semester modules compiled as follows:

First Year	Second Year	Third Year	Semester modules
Politics 1A&1B	Politics 2A&2B	Politics 3A&3B	6
Economics 1A&1B	Economics 2A&2B	Economics 3A&3B	6
Information Portals & Search Engine Optimisation or: Information Systems 1A&1B or: Informatics 1A&1B	Social Media Management & Knowledge Economy or: Information Systems 2A&2B or: Informatics 2A&2B	Information Management 3A&3B or: Information Systems 3A&3B or: Informatics 3A&3B	6
Philosophy 1A&1B or: Sociology 1A&1B or: Strategic Communication 1A&1B or: History 1A&1B or: Analytical Techniques 1A&1B	Philosophy 2A&2B or: Sociology 2A&2B or: Strategic Communication 2A&2B or: History 2A&2B or: Entrepreneurship 2A&2B		4
8 semester modules	**8 semester modules**	**6 semester modules**	**22**

**Subjects taken outside of the Faculty of Humanities must comply with the entry requirements of the respective home faculties.*

Please note:

- The BA with specialisation in PET will include study abroad opportunities in accordance with the terms and conditions that will be stipulated.

HU. 17 CURRICULUM FOR BA EXTENDED DEGREE

Promotion requirements:

The promotion of extended degree students, to each subsequent academic year of the extended BA Humanities degree, follows generally the same rules pertaining to students of a regular BA degree. However, MAPS for the Humanities must be completed within the first two years of study, failing which, a student will not be permitted to proceed any further in the programme.

The curriculum for the BA Extended Degree programme with ***Development Studies Major*** consists of 24 semester modules compiled as follows:

Programme code: B7EX2Q	SAQA ID: 80344	HEQF level: 7	Credits: 384

Purpose: This is a first formative qualification. A successful student will have acquired the intellectual competencies and practical skills to discuss, problematise and investigate human conduct and interaction, particularly in the South African context.

First Year	Second Year	Third Year	Fourth Year
1st Major	1st Major	1st Major	
Development Studies 1A&1B *Augmenting module*	Development Studies 2A&2B *Regular module*	Development Studies 3A&3B *Regular module*	
1st Elective	2nd Major	2nd Major	2nd Major
Elective 1A&1B *Regular module*	Major 1A&1B *Regular module*	Major 2A&2B *Regular module*	Major 3A&3B *Regular module*
Compulsory	Compulsory	2nd Elective	2nd Elective
English 1C&1D *Full foundational module*	Philosophy 1A *Augmenting module*	Elective 1A&1B *Regular module*	Elective 2A&2B *Regular module*
MAPS in Humanities *Full foundational module*	Business Communication B *Full foundational module*		
8 Semester modules	6 Semester modules	6 Semester modules	4 Semester modules

Recommended second major option: Anthropology, History, Politics and International Relations, Psychology, Public Management and Governance and Sociology.

Electives may be chosen from the list of majors or from the following: Afrikaans, Classical Culture and Methodologies, English, French (not offered currently), isiZulu, Philosophy, Sepedi.

The following modules are offered at first-year level only:

- Northern Sotho 1A&1B
- Zulu 1A&1B

Please note:

1. When choosing:
   - Politics as major –2A and 2B are compulsory if Politics is selected as a major, with 2C and 2D taken as electives in the second year; and 4 third-year modules 3A, 3B, 3C, 3D must be taken.
   - Public Management and Governance as major – 4 third-year modules 3A, 3B, 3C, 3D must be taken. In such cases, the 2nd elective in the third and fourth year will not be taken.
   - Psychology (2A and 2C are compulsory if Psychology is selected as a major, with 2H selected as an elective in the first semester and 2D selected as an elective in second semester in the second year, as well as 4 third-year modules in the third year (3A, 3D and 3F are compulsory, with electives selected form either 3E or 3G).

17.2 The curriculum for the BA Extended Degree programme with ***Linguistics Major*** consists of 24 semester modules compiled as follows:

Upon completion of this qualification you will be allowed to apply for the Postgraduate Certificate in Education (PGCE), provided that you have two school-related modules, one at third-year level and one at second-year level.

Programme code: B7EX3Q	SAQA ID: 80344	HEQF level: 7	Credits: 384

First Year	Second Year	Third Year	Fourth Year
1st Major	1st Major	1st Major	
Linguistics 1A&1B *Augmenting module*	Linguistics 2A&2B *Regular module*	Linguistics 3A&3B *Regular module*	
1st Elective	2nd Major	2nd Major	2nd Major
Elective 1A&1B *Regular module*	Major 1A&1B *Regular module*	Major 2A&2B *Regular module*	Major 3A&3B *Regular module*
Compulsory	Compulsory	2nd Elective	2nd Elective
English 1C&1D *Full foundational module*	Philosophy 1A *Augmenting module*	Elective 1A&1B *Regular module*	Elective 2A&2B *Regular module*

MAPS in Humanities *Full foundational module*	Business Communication B *Full foundational module*		
8 Semester modules	6 Semester modules	6 Semester modules	4 Semester modules

Recommended second major option: A Language (Afrikaans, English, isiZulu, Sepedi).

Electives may be chosen from the list of Majors or from the following: Anthropology, Classical Culture and Methodologies, Communication and Media, Development Studies, French (currently not offered), History, Philosophy, Politics, Psychology, Public Management and Governance, Sociology.

The following modules are offered at first-year level only:

- Northern Sotho 1A&1B
- Zulu 1A&1B

Please note:

1. When choosing:
   - The admission requirements for the Postgraduate Certificate in Education (PGCE) requires a degree with two school-related modules one at third-year level and one at second-year level.

17.3 The curriculum for the BA Extended Degree programme with ***Linguistics and Language Practice Major*** consists of 24 semester modules compiled as follows:

Programme code: B7EX4Q	SAQA ID: 80344	HEQF level: 7	Credits: 384

First Year	Second Year	Third Year	Fourth Year
1st Major	1st Major	1st Major	
Linguistics 1A&1B *Augmenting module*	Linguistics 2A&2B *Regular module*	Linguistics 3A&3B *Regular module*	
2nd Major	3 rd Major	2nd Major	2nd Major
Language Practice 1A&1B *Regular module*	Language 1A&1B *Regular module*	Language Practice 2A&2B *Regular module*	Language Practice 3A&3B *Regular module*
Compulsory	Compulsory	2nd Elective	2nd Elective
English 1C&1D *Full foundational module*	Philosophy 1A *Augmenting module*	Language 2A&2B *Regular module*	Language 3A&3B *Regular module*
MAPS in Humanities *Full foundational module*	Business Communication B *Full foundational module*		

8 Semester modules	6 Semester modules	6 Semester modules	4 Semester modules

Language majors: Afrikaans, English, French (not currently offered), isiZulu, Modern Greek (not currently offered) and Sepedi.

17.4 The curriculum for the BA Extended Degree programme with ***Strategic Communication Major*** consists of 24 semester modules compiled as follows:

Programme code: B7EX5Q	SAQA ID: 80344	HEQF level: 7	Credits: 384
irst Year	**Second Year**	**Third Year**	**Fourth Year**
1st Major	1st Major	1st Major	
Strategic Communication 1A&1B *Augmenting Module*	Strategic Communication 2A&2B *Regular Module*	Strategic Communication 3A, 3B *Regular Module*	
1st Elective	2nd Major	2nd Major	2nd Major
Elective 1A&1B *Regular Module*	Major 1A&1B *Regular Module*	Major 2A&2B *Regular Module*	Major 3A&3B *Regular Module*
Compulsory	Compulsory	2nd Elective	2nd Elective
English 1C&1D *Full foundational Module*	Philosophy 1A *Augmenting Module*	Elective 1A&1B *Regular Module*	Strategic Communication 3C and 3D *Regular Module*
MAPS in Humanities *Full foundational Module*	Business Communication B *Full foundational Module*		
8 Semester modules	6 Semester Modules	6 Semester modules	4 Semester modules

Recommended second major option: Anthropology, Communication and Media, Development Studies, Linguistics, Philosophy, Politics and International Relations, Psychology, Public Management and Governance, Sociology.

Electives may be chosen from the list of majors or from the following: Afrikaans, Classical Culture and Methodologies, English, French (not currently offered), History, isiZulu, Sepedi.

The following modules are offered at first-year level only:

- Northern Sotho 1A&1B
- Zulu 1A&1B

Please note:

1. When choosing:
   - Politics as major – 2A and 2B are compulsory if Politics is taken as a major, with 2C and 2D selected as electives in the second year; and 4 third-year modules 3A,

3B, 3C, 3D must be taken. In such cases, the 2nd elective in the third and fourth year will not be taken.

- Public Management and Governance as major – 4 third-year modules 3A, 3B, 3C, 3D must be taken. In such cases, the 2nd elective in the third and fourth year will not be taken.
- Psychology as major (1A and 1B, 2A and 2D and 3A and 3F) – an average of 65% is required for the psychology modules to be allowed to continue with it as major/elective.

HU. 18 CURRICULUM FOR BA (COMMUNITY DEVELOPMENT AND LEADERSHIP (SOWETO CAMPUS)

Programme code: B7015Q	SAQA ID: 111933	NQF level: 7	Credits: 376

Purpose: The primary purpose of this qualification is to develop students to become community development leaders in the facilitation of processes, techniques and principles in the initiation, planning, implementation, monitoring, evaluation and sustainment of developmental projects and programmes, based on people-centred, asset-based participatory theoretical approaches to address inequality, poverty and injustice. Furthermore, students will be able to facilitate the establishment and management of community-based organisations within the context of community economic development.

The curriculum for BA (Community Development and Leadership) consists of 22 semester modules compiled as follows:

First Year	Second Year	Third Year	Semester modules
Community Development and Leadership 1A&1B	Community Development and Leadership 2A&2B	Community Development and Leadership 3A&3B	6
Public Management and Governance 1A&1B	Public Management and Governance 2A&2B	Public Management and Governance 3A&3B	6
Development Studies 1A&1B	Development Studies 2A&2B	Internship 3000	6
English 1C&1D	Politics 1A&1B		4
8 semester modules	8 semester modules	6 semester modules	22

HU. 19 CURRICULUM FOR B SOCIAL WORK

Programme code: B7025Q	SAQA ID: 80376	HEQF level: 8	Credits: 572

Purpose: The purpose of this qualification is to equip students with the knowledge and skills

and (the acquisition of) values to practise social work in South Africa and in a changing regional and global context. The successful completion of the qualification will enable you to be registered with the SA Council for Social Service Professions and practice as a social worker.

Students who wish to register as a Social Worker have to complete a four-year bachelor's degree in Social Work.

The curriculum for B Social Work consists of 32 semester modules compiled as follows:

First year	Second year	Third year	Fourth year	Semester modules
Social Work 1A&1B	Social Work 2A&2D	Social Work 3A&3E&3H& 3J	Social Work 4A&4C&4D& 4H&4J***&4L	15
Social Work Internship 1*	Social Work Internship 2*	Social Work Internship 3*	Social Work Internship 4*	8
Psychology 1A&1B	Psychology 2**:** any two modules	Psychology 3: any two modules or Sociology 3A&3B or Development Studies 3A&3B		6
Sociology 1A&1B or Development Studies 1A&1B	Sociology 2A&B or Development Studies 2A&B			4
8 semester modules	8 semester modules	8 semester modules	9 semester modules	33

* According to the requirements of the South African Council for Social Service Professions, Social Work Internship is a compulsory module of Social Work and cannot be taken as an independent subject. These are whole year modules, equivalent to two semester modules. Students are responsible for their own transport arrangements for the internship, although the University contributes to the cost of group excursions.

** SCW4J is the research module. This is a year module, equivalent to two semester modules.

- **Recommended second major option:** Development Studies, Psychology and Sociology.

The name of the module is followed by its abbreviated form.

HU. 20 AFRICAN INSIGHTS

African Insights is compulsory for all first-year, undergraduate students of a faculty or college. Upon completing the module a student‘s academic record will reflect the successful completion of the module. These credits do not count towards the completion of a qualification. African Insights is a fully online module that is offered over thirteen weeks. All student support will take place online.

African Insights	AFINSA1	NQF level: 5	NQF credits: 15

Purpose:

The purpose of the module is to develop an appreciation of Africa’s many and rich inheritances and to familiarise students with Africa’s “great” ideas and issues. An appreciation will be developed for Africa and its place in the world by providing the theoretical underpinning and a platform for students to read and respond to a number of key African texts with a focus on concerns with contemporary significance.

Outcomes:

Upon completion of this module students should be able to:

- develop an informed appreciation of the role of Africa in the world and of its inheritances;
- discuss key historical and political concepts in African studies;
- display a basic understanding of the South African rights paradigm;
- display a basic understanding of epistemology / African epistemology.

HU. 21 AFRICAN LANGUAGES

COMMUNICATIVE NORTHERN SOTHO AND COMMUNICATIVE ZULU; NORTHERN SOTHO AND ZULU; SEPEDI AND ISIZULU

Provision is made for two channels in the first year: one for mother-tongue speakers (under the name Sepedi for speakers of Northern Sotho and isiZulu for speakers of Zulu) and one for non-mother-tongue speakers (under the names Northern Sotho, Zulu and Communicative Northern Sotho and Zulu). No prior knowledge of an African language is necessary for Northern Sotho, Zulu or Communicative Northern Sotho and Communicative Zulu. All modules are semester modules.

Students are advised to choose either Sepedi 1A (for speakers of Sepedi) or isiZulu 1A (for speakers of isiZulu) if they intend to take Sepedi or isiZulu into the third year; Northern Sotho and Zulu are not offered in the second and third year. Any student who can speak and write Sepedi or isiZulu is allowed to register for Sepedi 1A or isiZulu 1A.

Northern Sotho 1A and Zulu 1A are prerequisites for Northern Sotho 1B and Zulu 1B respectively.
Sepedi 1A and isiZulu 1A are prerequisites for Sepedi 2A and isiZulu 2A respectively.
Sepedi 1B and isiZulu 1B are prerequisites for Sepedi 2B and isiZulu 2B respectively.
Sepedi 2A and isiZulu 2A are prerequisites for Sepedi 3A and isiZulu 3A respectively.
Sepedi 2B and isiZulu 2B are prerequisites for Sepedi 3B and isiZulu 3B respectively.

Northern Sotho 1A	NOS1AA1	NQF level: 6	NQF credits: 16

Content:

Introduction to the phonetics and grammar of the language
Language exercises, practicals

Purpose:

Northern Sotho 1A introduces the student to the fundamentals of the Northern Sotho language by engaging in three aspects of the language: a) the sociolinguistic environment of the language with the purpose of demonstrating its position and standing within the Bantu languages of South Africa; b) the grammar of the language with the view to equip the student with scientific knowledge of the language structure so as to enable the student to do analyses of selected language data; c) practical exercises to internalise the structure of the language; oral discourse to enable the student to express basic notions.

Outcomes:

Upon completion of this module students should be able to:

- point out the position of the Sotho languages within the Bantu languages;
- read, write, speak and understand Northern Sotho at a basic level;
- be equipped with a scientific knowledge of the Northern Sotho language structure to enable him or her to do morphological, semantical and syntactical analysis of selected language data.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Northern Sotho 1B	NOS1BB1	NQF level: 6	NQF credits: 16

Content:

Grammar of the language
Language exercises, elementary reading and writing, practicals

Purpose:

Northern Sotho 1B continues to introduce the student to the fundamentals of the Northern Sotho language by engaging in the following aspects of the language: a) the grammar of the language with the view to equip the student with scientific knowledge of the language structure so as to enable the student to do analyses of selected language data; b) practical exercises to internalise the structure of the language; c) reading of entry level texts so as to inculcate reading competency; d) oral discourse to enable the student to express basic notions.

Outcomes:

Upon completion of this module students should be able to:

- use and interpret subject morphemes in various language contexts;
- use and interpret object morphemes in various language contexts;
- use and interpret the reflexive morpheme in various contexts;
- understand the usage and meaning of various verbal suffixes in language contexts;
- understand the usage and function of the auxiliary verb with –**be** in languagecontexts;
- use and interpret the function of the copulative verbs with –**le** and –**se** in various language contexts;
- understand the specific meaning and function of pronouns in language contexts;
- distinguish between different types of nouns;
- use and interpret qualificative word groups in language contexts;

- understand and interpret word classes such as ideophones, conjunctions, copulative particles and interjectives in language contexts;
- use and understand the meaning of the particle –**ka**;
- identify and understand the meaning of auxiliary verbs.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Zulu 1A	**ZUL1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Introduction to the phonetics and grammar of the language
Language exercises, practicals
Purpose:
Zulu 1A introduces the student to the fundamentals of the Zulu language by engaging in three aspects of the language: a) the sociolinguistic environment of the language with the purpose of demonstrating its position and standing within the Bantu languages of South Africa; b) the grammar of the language with the view to equip the student with scientific knowledge of the language structure so as to enable the student to do analyses of selected language data; c) practical exercises to internalise the structure of the language; d) oral discourse to enable the student to express basic notions.
Outcomes:
Upon completion of this module students should be able to:
- point out the position of the Nguni languages within the Bantu languages;
- read, write, speak and understand Zulu at a basic level;
- analyse selected language data morphologically, semantically and syntactically.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Zulu 1B	**ZUL1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
Introduction to the phonetics and grammar of the language
Language exercises, practicals
Purpose:
Zulu 1B continues to introduce the student to the fundamentals of the Zulu language by engaging in the following aspects of the language: a) the grammar of the language with the view to equip the student with scientific knowledge of the language structure so as to enable the student to do analyses of selected language data; b) practical exercises to internalise the structure of the language; c) reading of entry level texts so as to inculcate reading competency; d) oral discourse to enable the student to express basic notions.
Outcomes:
Upon completion of this module students should be able to:
- point out the position of the Nguni languages within the Bantu languages;
- read, write, speak and understand Zulu at a basic level;
- analyse selected language data morphologically, semantically and syntactically.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%

Examination Mark Weight – 0%

Sepedi 1A	SEP1AA1	NQF level: 6	NQF credits: 16

Content:
Introduction to language study, word identification and word classification
Morphology
Purpose:
To introduce students to a systematic grammar of the language so as to inculcate analysis and attain the level of the entry intermediate academic language course.

Outcomes:
Upon completion of this module students should be able to:
Grammar:
- discuss word division and the basic morphology of verbs and nouns – affixes;
- discuss the noun class system – special attention to classes 16, 17 and 18;
- list the types of nouns distinguished for Sepedi;
- discuss the term word group and list the most common adjectival stems and use them correctly (including phonological plosivation, cl; 8, 9 & 10);
- mention the most used nominal qualificatives in various classes (14, 6, and 2);
- formulate the rule: antecedent + qualificative particle + verb + *-go*;
- list the discussed moods: *imperative, infinitive* and *indicative*;
- use the different object morphemes of the various classes (persons) and reflexive morphemes in oral and written sentences;
- discuss and list the morphological, syntactical and semantic features of the (a) *emphatic.* (b) *demonstrative.* (c) *quantitative* and (d) *possessive* pronouns.

Phonetics:
- list the basic principles of phonetics;
- discuss the unique sounds of Sepedi.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Sepedi 1B	SEP1BB1	NQF level: 6	NQF credits: 16

Content:
Introduction to Sepedi literature and writers
Prose genres, witticism, praise poetry
Purpose:
The purpose of this module is to investigate and introduce students to Sepedi Traditional oral Literature, a form of literature formally preserved orally, but now available in book form, dissertations, magazines and on tape: a literature that is sadly neglected or even despised: a great literature, which we hope the students will enjoy and then fight for its survival in all possible ways. The emphasis on this module is on the use and functions of all folklore genres.
Outcomes:
Upon completion of this module students should be able to:
- understand the views about literature and the early Sepedi literature and writers;
- define and distinguish between various prose narrative genres;
- understand various forms of witticism;

- understand the role played by traditional praise poetry in society.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Sepedi 2A	SEP2AA2	NQF level: 7	NQF credits: 16

Content:
Subcategorisation and description of the verb
Phonetics

Purpose:
By exposing students to a higher sophistication of systematic grammar the purpose is to inculcate a higher level of analysis and to attain the level of the intermediate academic language course.

Outcomes:
Upon completion of this module students should be able to:

Grammar:
- use *conjunctions, interjections, ideophones* and certain *particles* correctly, differentiate between them on morphological, syntactical an semantic grounds;
- list the discussed moods;
- use the different object morphemes of the various classes (persons) and reflexive morphemes in oral and written sentences;
- discuss the term "extension" and be able to use these extensions (*passive/applied/causative/reciprocal*) in oral and written work;
- explain the auxiliary verb morphologically and semantically;
- discuss and list the morphological, syntactical and semantic features of the (a) *emphatic.* (b) *demonstrative.* (c) *quantitative* and (d) *possessive* pronouns.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Sepedi 2B	SEP2BB2	NQF level: 7	NQF credits: 16

Content:
- Prose and its subgenres
- Constituent parts of the novel
- Structural analysis of the novel
- Structural analysis of the short story

Purpose:
By exposing students to a higher sophistication of systematic literature the purpose is to inculcate a higher level of analysis and evaluation and to attain to the level of the intermediate academic language course.

Outcomes:
Upon completion of this module students should be able to:
- provide a historical review of Sepedi literature;
- demonstrate an understanding of prose and its subgenres;
- describe the major features relating to the structure of prose;
- provide a good analysis of prescribed novels and short stories.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Sepedi 3A	SEP3AA3	NQF level: 7	NQF credits: 22

Content:
A study of aspects of syntax. A study of aspects of semantics.
Phonology, sociolinguistics
Purpose:
By exposing students to a high sophistication of systematic grammar the purpose is to inculcate a higher level of analysis and to attain the level of the senior intermediate academic language course.
Outcomes:
Upon completion of this module students should be able to:
- apply the knowledge obtained in oral conversations and written texts;
- list morphological, syntactical and semantic features of any of the above word classes;
- recognise different verbal moods and auxiliary verbs from texts;
- formulate and discuss problem areas in the grammar of Northern Sotho – *particles;*
- show awareness of different opinions regarding word identification in Northern Sotho;
- recognise basic dialectical and language differences between Northern Sotho, South Sotho and Tswana.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Sepedi 3B	SEP3BB3	NQF level: 7	NQF credits: 22

Content:
- Elements of drama
- Functions of the dialogue
- Matsepe's modern poetry
- Lentsoane's modern poetry

Purpose:
By exposing students to a high sophistication of systematic literature the purpose is to inculcate a higher level of analysis and evaluation and to attain to the level of the senior intermediate academic language course
Outcomes:
Upon completion of this module students should be able to:
- understand and analyse the elements ofdrama;
- describe and evaluate functions of thedialogue;
- analyse and describe poetic features in Matsepe's modern poetry;
- analyse, compare and contrast Matsepe and Lentsoane's modern poetry.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%

IsiZulu 1A	IZU1AA1	NQF level: 6	NQF credits: 16

Content:
Introduction to language study, word identification and word classification
Morphology
Purpose:
The purpose of this module is to sensitise first-year students to the language situation and the languages spoken in South Africa and to introduce them to the scientific analysis and study of some salient features of Zulu grammar.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate their knowledge and understanding of the language situation and the languages spoken in South Africa;
- demonstrate their understanding and application of the four linguistic levels of language study and their interrelatedness;
- demonstrate their understanding and knowledge of the word categories of Zulu, namely nouns, pronouns, verbs, adverbs, conjunctions, interjections, idiophones, copulative demonstratives, and particle words;
- demonstrate their understanding and knowledge of the syntactic categories of the Zulu noun;
- demonstrate their understanding and knowledge of the basic morphology of the verb in Zulu.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

IsiZulu 1B	IZU1BB1	NQF level: 6	NQF credits: 16

Content:
Oral art
One-act plays: Historical overview, dramatic principles, study of a prominent dramatist
Purpose:
To introduce students to a systematic treatment of the literature of the language so as to inculcate analysis and attain the level of the entry intermediate academic language course.
Outcomes:
Upon completion of this module students should be able to:
Oral art:
- describe general characteristics;
- list main descriptive models and their main point of departure;
- list the genres of oral art according to paradigmatic or contextual points of departure;
- describe the distinguishing features of the different kinds of wisdom lore;
- describe the context of folktales;
- describe features of content and structure;
- list main descriptive models and their main point of departure;
- identify and analyse types of folktales.

Oral art in context:
- describe performance;
- identify and describe types of oral art in context.

Brief history of Zulu literature:
- describe the salient points of the pre-colonial and colonial periods.

One-act plays:
- provide a brief historical overview;
- provide a brief thematic overview and types of plays;
- describe the main features of the one-act plays of a prominent dramatist;
- analyse texts according to dramatic principles.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

IsiZulu 2A	**IZU2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:
Subcategorisation and description of the verb
Phonetics
Purpose:
The purpose of this module is to acquaint students with the absolute tenses, moods, pronouns and possessives of Zulu.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate their knowledge and understanding of the absolute tenses of Zulu;
- demonstrate their knowledge and understanding of the moods of Zulu;
- demonstrate their knowledge and understanding of the so-called pronouns of Zulu;
- demonstrate their knowledge and understanding of the possessive word group in Zulu.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

IsiZulu 2B	**IZU2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:
History of Zulu literature
The short story and essay: Historical overview, features of structure, study of prominent writers
Drama: Historical overview, features of structure, study of three types of plays
Purpose:
To introduce students to a systematic treatment of a further aspect of the literature of the language as well as a theoretical component so as to inculcate analysis and attain the level of the intermediate academic language course.
Outcomes:
Upon completion of this module students should be able to:
Brief history of Zulu literature:
- describe the main literary trends of the apartheid period.

Short story:
- provide a brief historical overview;
- describe the main features of the structure of a narrative text;
- analyse the short stories of a prominent writer.

The essay:
- provide a brief historical overview;

- describe the main features of the structure of an essay;
- analyse the essays of a prominent writer.

Plays/drama:

- provide a brief historical and thematical overview;
- describe the main features of the structure of a play;
- analyse an example of two types of plays: the moral play, the historical play.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

IsiZulu 3A	IZU3AA3	NQF level: 7	NQF credits: 22

Content:

A study of aspects of syntax
A study of aspects of semantics
Phonology, socio-linguistics

Purpose:

The purpose of this module is to enable students to do syntactical analyses of Zulu sentences. Students are introduced to two approaches to syntax, namely structural syntax and TGG syntax.

Outcomes:

Upon completion of this module students should be able to:

- demonstrate their understanding of the principles of word identification and word classification as espoused by Doke and Van Wyk as a prerequisite for syntactic analysis;
- demonstrate their understanding of the principles involved in identifying the syntactic categories distinguished by Van Wyk and their ability to apply them to a Zulu text;
- demonstrate their knowledge of and be able to apply the principles of structural syntax;
- demonstrate their knowledge of and be able to apply the principles of the TGG approach to syntactical analyses.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

IsiZulu 3B	IZU3BB3	NQF level: 7	NQF credits: 22

Content:

Poetry (modern): Historical overview, poetic features, study of selected poems
Poetry (oral): Praise poem
The novel: Historical overview, principles of structure, study of types/a prominent writer

Purpose:

To introduce students to a systematic treatment of a further aspect of the literature of the language as well as a theoretical component so as to inculcate analysis and attain the level of the senior intermediate academic language course.

Outcomes:

Upon completion of this module students should be able to:

Poetry (modern):

- provide a brief history of Zulu poetry mentioning main trends and writers;
- describe the main features of the structure of a poetic text;
- analyse the poetry of selected poets.

Poetry (oral):

- describe the context of praise poetry;

- describe the content of praise poetry;
- describe the poetic features of praise poetry.

The novel:

- provide a brief history of the Zulu novel mentioning main trends and writers;
- describe the main principles of structure of a narrative text, especially the novel;
- analyse a type of novel/selected novels of a prominent writer.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Northern Sotho for Senior and FET Phase 1A	**NSS1AA1**	**NQF level: 5**	**NQF credits: 4**

Content:

Pronunciation, language usage necessary for elementary discourse
Cultural orientation
Practicals

Purpose:

The purpose of the module is to introduce the student to the fundamentals of the Northern Sotho language with emphasis on communicative skills in three aspects of the language:

a) Pronunciation with the view to acquiring basic proficiency.
b) Language usage with the purpose of acquiring the basics of the language.
c) Culture with the purpose of understanding cultural values and using the knowledge to communicate more acceptably.

Outcomes:

Upon completion of this module, students should be able to do the following:

- Pronounce the common speech sounds
- Use all aspects of the language included in the curriculum, either in speech or in writing, as follows:
  - Address (by means of titles/names/surnames) and greet another speaker.
  - Refer to persons (first, second, third) by way of subject and object markers.
  - Pose questions.
  - Answer questions.
  - Encode language by using reference words (time and place) and tense forms in the positive and negative.
  - Express ability, or the negative thereof.
  - Express expressions: ‘still’, ‘may’, ‘not yet’ (positive or negative).
- **Culture:** Discuss aspects of culture:
  - Know the main periods and main traditional leaders in Northern Sotho history.
  - Write a short historical overview on Morena boloka setšhaba sa gešo’.
  - Discuss the following topics: traditional namegiving; initiation, totemism, funerals, Traditional weddings, witchcraft.
  - Define and explain the following aspects of oral art: folktales, praise poetry.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Northern Sotho for Senior and FET Phase 1B	**NSS1BB1**	**NQF level: 5**	**NQF credits: 4**

Content:
Pronunciation, language usage necessary for elementary discourse
Cultural orientation
Practicals, reading
Purpose:

The module completes the fundamentals of the Northern Sotho language with emphasis on communicative skills in four aspects of the language: a) pronunciation with the purpose of consolidating basic proficiency; b) language usage with the purpose of acquiring basic proficiency in the remaining aspects of the language; c) culture with the purpose of understanding cultural values and using the knowledge to communicate more acceptably; d) reading texts with the purpose of equipping the student to read elementary Northern Sotho.
Outcomes:
Upon completion of this module, students should be able to do the following:

- **Pronunciation:**
  Pronounce speech sounds and phonetic phenomena included in the curriculum.
- **Language usage:**
  Use all aspects of the language included in the curriculum, either in speech or in writing, as follows:
  - Express polite commands and requests.
  - Use particles ('with', 'and', 'by means of').
  - Express possession.
  - Express locatives (to indicate place).
  - Describe nouns by means of qualificatives.
  - Construct a verbal qualifier by means of the relative mood.
  - Use pronouns (emphatic, demonstrative, quantitative, and qualificative).
  - Construct sentences in the consecutive and situative moods.
  - Use conjunctions, verbal extensions, interjections, ideophones, diminutives.
- **Culture:**

Discuss aspects of culture:
  - Explain the features of proverbs, riddles, folktales.
  - Discuss the significance of a name in Africa.
  - Provide examples of language varieties in the townships.
  - List and comment on references to time (phases of the day, etc.).
  - Discuss traditional religion.
  - Discuss women's language of respect.
- **Texts:**

Read elementary texts, as follows:
  - Understand, answer elementary questions on them, and be able to translate Paragraphs.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Zulu for Senior and FET Phase 1A	**ZUS1AA1**	**NQF level: 5**	**NQF credits: 4**

Content:
Pronunciation, language usage necessary for elementary discourse.
Cultural orientation and practicals.
Purpose:
The module introduces the student to the fundamentals of the Zulu language with emphasis on communicative skills in three aspects of the language: a) pronunciation with the view to acquiring basic proficiency; b) language usage with the purpose of acquiring the basics of the language; c) culture with the purpose of understanding cultural values and using the knowledge to communicate more acceptably.

Outcomes:
Upon completion of this module, students should be able to:
Pronunciation:
Pronounce the common speech sounds.
Language usage:
Students should be able to use all aspects of the language included in the curriculum, either in speech or in writing as follows:
- Address (by means of titles/names/surnames) and greet another speaker.
- Refer to persons (first, second, third) by way of subject and object markers.
- Pose questions.
- Answer questions.
- Encode language by using reference words (time and place) and tense forms in the positive and negative.
- Express ability, or the negative thereof.
- Express expressions: 'still', 'may', 'not yet' (positive or negative).

Culture:
Students should be able to discuss aspects of culture **to:**
- promote inclusive interaction between students, lecturers and other employees of the institution;
- promote multilingualism and cognitive flexibility;
- understand culture and specific values concomitant to African people;
- facilitate participation in economic and political environment situations;
- know the main periods and main traditional leaders in the Zulu history;
- discuss the following topics: greetings, norms and values, beliefs, traditional clothes and food;
- define and explain the following aspects of oral art: folktales, praise poetry**.**

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Zulu for Senior and FET Phase 1B	**ZUS1BB1**	**NQF level: 5**	**NQF credits: 4**

Content:
Pronunciation, language usage necessary for elementary discourse
Cultural orientation
Practicals, reading
Purpose:
The module completes the fundamentals of the Zulu language with emphasis on communicative skills in four aspects of the language: a) pronunciation with the purpose of

consolidating basic proficiency; b) language usage with the purpose of acquiring basic proficiency in the remaining aspects the language; c) culture with the purpose of understanding cultural values and using the knowledge to communicate more acceptably; d) reading texts with the purpose of equipping the student to read elementary Northern Sotho.

Outcomes:

Upon completion of this module, students should be able to:

Pronunciation:

- pronounce speech sounds and phonetic phenomena included in the curriculum.

Language usage:

- Students should be able to use all aspects of the language included in the curriculum, either in speech or in writing, as follows:
  - Express polite commands and requests.
  - Use particles ('with', 'and', 'by means of').
  - Express possession.
  - Express locatives (to indicate place).
  - Describe nouns by means of qualificatives.
  - Construct a verbal qualifier by means of the relative mood.
  - Use pronouns (emphatic, demonstrative, quantitative, qualificative).
  - Construct sentences in the consecutive and situative moods.
  - Use conjunctions, verbal extensions, interjections, ideophones, diminutives.

Culture:

Students should be able to discuss aspects of culture as follows:

- Explain the features of proverbs, riddles, folktales.
- Discuss the significance of a name in Africa.
- Provide examples of language varieties in the townships.
- List and comment on references to time (phases of the day, etc.).
- Discuss traditional religion.
- Discuss women's language of respect.

Texts:

Read elementary texts, as follows:

- Understand, answer elementary questions on them, and be able to translate paragraphs.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Methodology and Practicum: FET and Senior Phase Sepedi 3A	**MFSPSA3**	**NQF level: 6**	**NQF credits: 8**

Content:

The content entails further development of learning and teaching methodology skills acquired at second-year level. Application of OBE is emphasised by planning, preparing and executing lessons in terms of the CAPS learning and teaching strategies.

Purpose:

The purpose of this module is to guide students in developing their content knowledge and skill in designing and presenting Sepedi lessons and learning programmes.

Outcomes:

Upon completion of this module, students will be able to:

- display the content knowledge and design, and present a Sepedi teaching lesson aligned with the content taught;
- design and deliver teaching plans and lessons pertaining to specific language themes;
- select appropriate teaching strategies and suitable learning material for lessons presented;
- identify and employ appropriate assessment methods as well as detecting learning barriers and finding a means of addressing them;
- develop a teaching philosophy, by invoking disciplinary, practical, situational and pedagogical learning.

Calculation criteria:
Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Methodology and Practicum: FET and Senior Phase Sepedi 3B	**MFSPSB3**	**NQF level: 7**	**NQF credits: 8**

Content:
School curriculum, questioning techniques to identify and map "big ideas" in the subject. Identifying difficulties and limitations in connection with teaching the "big ideas". Assessing understanding of "big ideas". Researching own pedagogical content.
Purpose:
The purpose of this module is to guide students in mapping their pedagogical content knowledge to enable critical reflective engagement with regard to the subject
Outcomes:
The school curriculum questioning techniques to identify and map "big ideas" in the subject. Identify difficulties and limitations in connection with teaching the "big ideas". Assessing and understanding of "big ideas".
Upon completion of this module, students will be able to:
- understand and assess the notion of "big ideas";
- guide students in mapping their pedagogical content knowledge in terms of "big ideas";
- identify difficulties and limitations related to teaching the "big ideas";
- analyse techniques used to identify and map "big ideas" in Sepedi as a subject

Calculation criteria:
Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Methodology and Practicum: FET and Senior Phase isiZulu 3A	**MFSPZA3**	**NQF level: 6**	**NQF credits: 8**

Content:
The content entails further development learning and teaching methodology skills acquired at second-year level. Application of OBE is emphasised by planning, preparing and executing lessons in terms of the CAPS learning and teaching strategies.
Purpose:
The purpose of this module is to guide students in developing their content knowledge and skill in designing and presenting isiZulu lessons and learning programmes.

Outcomes:
Upon completion of this module, students will be able to:
- display the content knowledge and design and present an isiZulu teaching lesson aligned with the content taught;
- design and deliver teaching plans and lessons pertaining to specific language themes;
- select appropriate teaching strategies and suitable learning material for lessons presented;
- identify and employ appropriate assessment methods as well as detecting learning barriers and finding a means of addressing them;
- develop a teaching philosophy, by invoking disciplinary, practical, situational and pedagogical learning.

Calculation criteria:
Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Methodology and Practicum: FET and Senior Phase isiZulu 3B	**MFSPZB3**	**NQF level: 7**	**NQF credits: 8**

Content:
School curriculum, questioning techniques to identify and map "big ideas" in the subject. Identifying difficulties and limitations in connection with teaching the "big ideas". Assessing understanding of "big ideas". Researching own pedagogical content.
Purpose:
The purpose of this module is to guide students in mapping their pedagogical content knowledge to enable critical reflective engagement with regard to the subject
Outcomes:
Upon completion of this module, students will be able to:
- understand and assess the notion of "big ideas";
- map their pedagogical content knowledge in terms of "big ideas";
- identify difficulties and limitations related to teaching the "big ideas";
- analyse techniques used to identify and map "big ideas" in isiZulu as a subject

Calculation criteria:
Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Methodology and Practicum: Sepedi 4	**MFSPSY4**	**NQF level: 7**	**NQF credits: 36**

Content:
The content involves continuing further application of second- and third-year methodology content though more application is emphasised in this phase. Students learn to compare and contrast various learning and teaching approaches.
Purpose:
The purpose of this module is to support students in honing their teaching and professional competence as well as developing them as critical, reflective and competent Sepedi language educators. Students learn to compare and contrast various learning and teaching

approaches.

Outcomes:

Upon completion of this module, students will be able to:

- display their pedagogic content knowledge in addressing themes prescribed by the Curriculum and Assessment Policy Statement (CAPS);
- present the content with focus on Content Representation (CoRes) and Pedagogic and Professional experience Repertoires (PaP-eRs);
- describe the nature and significance of Sepedi as a subject and their identity as subject-specific teachers;
- develop a teaching philosophy and describe competencies of the subject-specific teacher.

Calculation criteria:

Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Methodology and Practicum: isiZulu 4	**MFSPZY4**	**NQF level: 7**	**NQF credits: 36**

Content:

The content involves continuing further application of second- and third-year methodology content though more application is emphasised.

Purpose:

The purpose of this module is to support students in honing their teaching and professional competence as well as developing them as critical, reflective and competent isiZulu language educators. Students learn to compare and contrast various learning and teaching approaches.

Outcomes:

Upon completion of this module, students will be able to:

- display their pedagogic content knowledge in addressing themes prescribed by the Curriculum and Assessment Policy Statement (CAPS);
- present the content with focus on Content Representation (CoRes) and Pedagogic, and Professional experience Repertoires (PaP-eRs);
- describe the nature and significance of Sepedi as a subject and their identity as subject-specific teachers;
- develop a teaching philosophy and describe competencies of the subject-specific teacher.

Calculation criteria:

Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Teaching Methodology and Practicum: FET Sepedi	**MPFSEY1**	**NQF level: 7**	**NQF credits: 36**

Content:

Themes to be addressed in this module will be grounded on teaching methods founded on pedagogical content knowledge development, focusing on Content Representations and Pedagogical and Professional Experience Repertoires, based on the school curriculum.

Classroom management, communication, design and delivery of teaching plans and lessons as well as assessment will also be taken into consideration.

Purpose:

The purpose of this module is to assist students in developing their pedagogic content knowledge as Sepedi competent subject educators, in order to enable them to function as competent learning programme designers and mediators, and to teach the language in a critical and reflective manner.

Outcomes:

Upon completion of this module, students should be able to:

- demonstrate their performance as professionally qualified Sepedi language educators for the Senior Phase and Further Education and Training spheres of schooling;
- display their proficiency as Sepedi language educators with specialised teaching competence based on content prescribed by the Curriculum and Assessment Policy Statement (CAPS);
- design and deliver lessons and teaching plans as well as the assessment of learning;
- develop a teaching philosophy, by invoking disciplinary, practical, situational and pedagogical learning.

Calculation criteria:

Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Teaching Methodology and Practicum: FET isiZulu	**MPFZUY1**	**NQF level: 7**	**NQF credits: 36**

Content:

Themes to be addressed in this module will be grounded on teaching methods founded on pedagogical content knowledge development, focusing on Content Representations and Pedagogical and Professional Experience Repertoires based on the school curriculum. Classroom management, communication, design and delivery of teaching plans and lessons as well as assessment will also be taken into consideration.

Purpose:

The purpose of this module is to assist students in developing their pedagogic content knowledge as isiZulu competent subject educators, in order to enable them to function as competent learning programme designers and mediators, and to teach the language in a critical and reflective manner.

Outcomes:

Upon completion of this module, students should be able to:

- demonstrate their performance as professionally qualified isiZulu language educators for the Senior Phase and Further Education and Training spheres of schooling;
- display their proficiency as isiZulu language educators with specialised teaching competence based on content prescribed by the Curriculum and Assessment Policy Statement (CAPS);
- design and deliver lessons and teaching plans as well as the assessment of learning;
- develop a teaching philosophy, by invoking disciplinary, practical, situational and pedagogical learning.

Calculation criteria:

Minimum Full Mark for Examination Admission – 0%
Full Period Mark Weight – 100%

Examination Mark Weight – 0%

HU. 22 AFRIKAANS

Afrikaans A	AFR0AA1	NQF level: 6	NQF credits: 16

Inhoud:
Inleiding tot Afrikaans en praktiese taalvaardighede**.**
Doel:
Die doel van die module is om:
- 'n basiese vaardigheid in Afrikaans te ontwikkel;
- luister-, praat-, lees- en skryfvaardighede in Afrikaans te ontwikkel;
- basiese taalkennis te verbeter en om akkurate taalgebruik te bevorder.

Uitkomste:
Na afloop van die module behoort studente
- 'n begrip van gesproke Afrikaans te hê en 'n mate van selfvertroue om self Afrikaans te praat;
- Afrikaanse tekste beter te verstaan;
- in staat te wees om basiese Afrikaanse sinne grammatikaal korrek te skryf.

Berekeningskriteria:
Minimum volletydperktyd vir eksamentoelating – 0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig – 0%

Afrikaans B	AFR0BB1	NQF level: 6	NQF credits: 16

Inhoud:
Voortgesette inleiding tot Afrikaans en praktiese taalvaardigheid.
Doel:
Die doel van die module is om:
- vaardigheid in Afrikaans verder te ontwikkel;
- luister-, praat-, lees- en skryfvaardighede in Afrikaans verder te ontwikkel;
- basiese taalkennis verder te verbeter en om akkurate taalgebruik verder te bevorder.

Uitkomste:
Na afloop van die module behoort studente
- 'n beter begrip van gesproke Afrikaans te hê en 'n mate van selfvertroue om self Afrikaans te praat;
- Afrikaanse tekste te verstaan;
- in staat te wees om Afrikaans grammatikaal korrek te skryf.

Berekeningskriteria:
Minimum volletydperktyd vir eksamentoelating – 0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig – 0%

Afrikaans 1A	AFR1AA1	NQF level: 6	NQF credits: 16

Inhoud:
Die betrokke module beslaan vier afdelings, naamlik *Taaloriëntasie, Fonetiek en spelling, Kortverhale* en *Poësie*
Taalkunde:

- Taaloriëntasie – Afrikaans binne die Suid-Afrikaanse, Germaanse en wêreldtaleopset.
- Fonetiek en spelling – Die klankstelsel van Afrikaans, bepaalde klankverskynsels en beginsels van die Afrikaanse spelling.

Letterkunde:

- Inleiding tot die Afrikaanse prosa-skryfkuns aan die hand van kortverhale en ander tekste.
- Inleiding tot die Afrikaanse verskuns aan die hand van eietydse poësie en liedere.

Doel:

Die doel van die module is om studente se begrip van die Afrikaanse taal- en letterkunde aan die hand van insette oor taaloriëntasie, fonetiek en spelling, kortverhale en poësie te verbeter en te verryk.

Uitkomste:

Taalkunde

Taaloriëntasie:

Studente moet die SA en wêreldtaleopset, taalverandering en die ontwikkeling van Afrikaans dermate verstaan dat hulle in staat is om die plek van Afrikaans daarbinne te beskryf.

Fonetiek en spelling:

Studente moet die klankstelsel van Afrikaans kan uiteensit, die artikulasie van konsonante en vokale kan beskryf, gesproke Afrikaans foneties kan transkribeer en basiese Afrikaanse spellingbeginsels kan hanteer.

Letterkunde

Kortverhale:

Studente moet:

- 'n deeglike kennis oor die breë prosastrominge in Afrikaans verkry en demonstreer aan die hand van die bestudering van kortverhale;
- die literêr-teoretiese instrumente verwerf wat nodig is vir 'n ontleding en bespreking van Afrikaanse kortverhale vir verdere studie in die Afrikaanse prosa.

Studente moet:

- tipiese kenmerke van eietydse Afrikaanse poësie en lied(jie)kuns kan bespreek;
- digters en gedigte kenmerkend van die poësie uit hierdie tydperk in die Afrikaanse poësie kan bespreek;
- insig toon in die wisselwerking tussen samelewing en letterkunde;
- insig toon in die verskillende hedendaagse lied(jie)-genres.

Berekeningskriteria:

Minimum volletydperktyd vir eksamentoelating – 0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig – 0%

Afrikaans 1B	**AFR1BB1**	**NQF level: 6**	**NQF credits: 16**

Inhoud:

Die betrokke module beslaan drie afdelings, naamlik *Sinstruktuur, Semantiek en Prosa*:

Taalkunde:

- Variasietaalkunde – Inleiding tot die variëteite van Afrikaans.
- Semantiek – Inleiding tot die studie van betekenis (in taal).

Letterkunde:

- Inleiding tot die Afrikaanse rolprentstudie en animasiekuns.
- Bestudering van die Afrikaanse romankuns.

Doel:

Die doel van die module is om studente se begrip van die Afrikaanse taal- en letterkunde aan die hand van insette oor sinstruktuur, semantiek en prosa (romans) te verbeter en te verryk.

Uitkomste:

Taalkunde

Variasietaalkunde:

Studente moet die verskillende variasies van Afrikaans binne die breër taalgemeenskap kan herken en verstaan.

Semantiek:

Studente moet die verhouding tussen 'n semantiese komponent en ander komponente van die taalkunde verstaan – ook tersaaklike semantiese begrippe.

Letterkunde

Afrikaanse beeldtekste

Studente moet:

- die konsepte en terme vir die bestudering van beeldtekste verwerf, insluitend genres;
- hoogtepunte uit die resente rolprent- en animasie-tradisie kan bespreek en ontleed;
- rolprentresensies kan beoordeel en self resensies skryf.

Berekeningskriteria:

Minimum volletydperktyd vir eksamentoelating – 0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig – 0%

Afrikaans 2A	AFR2AA2	NQF level: 7	NQF credits: 16

Inhoud:

Die betrokke module beslaan vier afdelings, naamlik *Woordbou, Semantiek, Poësie* en *Romankuns*:

Taalkunde:

- Woordbou – Stamme, affikse en woordvormingsprosesse in Afrikaans.
- Leksikografie – Leksikale betrekkinge en die mikro- en makrobeperkinge op woordeboeke.

Letterkunde:

- Afrikaanse drama en samelewing.
- Afrikaanse verskuns en samelewing.

Doel:

Die doel van die module is om studente se bestaande bemeestering van die Afrikaanse taal- en letterkunde aan die hand van insette oor woordbou, semantiek, poësie en romankuns te verbeter en te verryk.

Uitkomste:

Taalkunde

Woordbou:

Studente moet die verskillende kategorieë morfologiese elemente waaruit Afrikaanse woorde opgebou word, asook die woordvormingsprosesse van Afrikaans kan beskryf.

Leksikografie:

Studente moet die verskillende leksikale betrekkinge kan toepas op woordeboekinskrywings en die mikro- en makrobeperkinge wat verskillende woordeboeke geld, verstaan.

Letterkunde

Afrikaanse drama en samelewing:

Studente moet:

- die literêr-teoretiese instrumente verwerf wat nodig is vir 'n ontleding en bespreking van geselekteerde dramatekste in Afrikaans;
- resensies en besprekings oor resensente dramas kan beoordeel;
- self resensies skryf.

Afrikaanse verskuns en samelewing:

Studente moet:

- Afrikaanse gedigte waarin maatskaplike, politieke en/of sosiale kwessies behandel word, kan identifiseer en bespreek;
- hulle kan uitspreek oor die rol van die poësie in die samelewing en verskillende sienings hieroor in die letterkunde kan aandui.

Berekeningskriteria:
Minimum volletydperktyd vir eksamentoelating – 0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig – 0%

Afrikaans 2B	AFR2BB2	NQF level: 7	NQF credits: 16

Inhoud:
Taalkunde:
- Sinstruktuur – Inleiding tot die struktuur van die enkelvoudige sin.
- Sinstruktuur – Woordsoorte, en die enkelvoudige en saamgestelde sin.
- Tekslinguistiek – 'n Beskouing van tekstipes, koherensie, kohesie, paragrafering, tempus en teksstruktuur, en verskillende stylparameters.

Letterkunde:
- Bestudering van die Afrikaanse romankuns.
- Afrikaanse poësie in literêre konteks.

Doel:
Die doel van die module is om studente se bestaande bemeestering van die Afrikaanse taal- en letterkunde aan die hand van insette oor sintaksis, tekslinguistiek, drama en poësie te verbeter en te verryk.

Uitkomste:
Taalkunde
Sinstruktuur:
- Studente moet woordsoorte kan onderskei, en enkelvoudige en saamgestelde sinne kan ontleed.
- Studente moet die struktuur van die enkelvoudige sin kan ontleed en die beginsels van anaforiek daarop kan toepas.

Tekslinguistiek:
- Studente moet verskillende tekstipes, teksbouprinsipes en stylmiddele kan beskryf, in gegewe tekste identifiseer en waar doenlik transponeer.

Letterkunde
Bestudering van die Afrikaanse romankuns
Uitkomste:
Studente moet:
- die literêr-teoretiese instrumente verwerf wat nodig is vir 'n ontleding en bespreking van geselekteerde tekste binne die Afrikaanse romankuns.

Afrikaanse poësie in literêre konteks
Studente moet:
- verantwoording kan doen van benaderings tot literatuurgeskiedenis, literatuurbeskouings en die Afrikaanse poësie.

Berekeningskriteria:
Minimum volletydperktyd vir eksamentoelating – 0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig – 0%

Afrikaans 3A	AFR3AA3	NQF level: 7	NQF credits: 22

Inhoud:
Die betrokke module beslaan vier afdelings, naamlik *Taalgeskiedenis, Stilistiek, Romankuns* en *Drama*:
Taalkunde:
- Taalgeskiedenis – Aspekte van die interne en eksterne geskiedenis van Afrikaans en Nederlands.
- Stilistiek – Inleiding tot die stilistiek.

Letterkunde:
- Bestudering van die Afrikaanse romankuns in konteks.
- Baanbrekerdigters in Afrikaans: die letterkunde as sisteem.

Doel:
Die doel van die module is om studente se bestaande bemeestering van die Afrikaanse taal- en letterkunde aan die hand van gevorderde insette oor taalgeskiedenis, semantiek, romankuns en drama te verbeter en te verryk.
Uitkomste:
Taalkunde
Taalgeskiedenis:
- Studente moet 'n begrip hê van verskillende taalstadia vanaf Middelnederlands tot moderne Afrikaans, historiese tekste kan ontleed en die rol van taalkontak in die ontwikkeling van Afrikaans begryp.

Letterkunde
Bestudering van die Afrikaanse romankuns in konteks
Studente moet:
- die literêr-teoretiese instrumente verwerf wat nodig is vir 'n ontleding en bespreking van geselekteerde tekste binne die Afrikaanse romankuns.

Baanbrekerdigters in Afrikaans: die letterkunde as sisteem:
Studente moet:
- meerdere baanbrekerdigters in die Afrikaanse poësie bestudeer;
- 'n studie maak van die letterkunde as sisteem**.**

Berekeningskriteria:
Minimum volletydperktyd vir eksamentoelating – 0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig – 0%

Afrikaans 3B	**AFR3BB3**	**NQF level: 7**	**NQF credits: 22**

Inhoud:
Die betrokke module beslaan vier afdelings, naamlik *Sinstruktuur, Taalvariasie, Poësie* en *Romankuns*:
Taalkunde:
- Sinstruktuur – Enkelvoudige en saamgestelde sinne, met tekstoepassings.
- Taalvariasie – Geografiese, sosiale en chronolektiese variëteite van Afrikaans.

Letterkunde:
- Afrikaanse drama in wêreldkonteks.
- Afrikaanse literatuurteorie en -kritiek.
- 3b: OPSIONEEL: Skoolpoësie vir Afrikaansonderwysers – slegs vir onderwysstudente in hul finale jaar.

Doel:
Die doel van die module is om studente se bestaande bemeestering van die Afrikaanse taal- en letterkunde aan die hand van gevorderde insette oor sinstruktuur, taalvariasie, poësie en romankuns te verbeter en te verryk.

Uitkomste:
Taalkunde
Sinstruktuur:
Studente moet die struktuur van enkelvoudige en saamgestelde sinne kan ontleed en prakties op tekste kan toepas.
Taalvariasie:
Studente moet die behandelde variëteite kan identifiseer en aan die hand van tekste kan beskryf in verhouding tot Standaardafrikaans.
Letterkunde
Afrikaanse drama in wêreldkonteks.
Studente moet:
- 'n deeglike kennis verwerf van ontwikkelinge op die terreine van drama en opvoering;
- vaardighede demonstreer in die skryf oor drama en opvoering vir verskillende kontekste.

Afrikaanse literatuurteorie en -kritiek
Studente moet:
- 'n deeglik kennis verwerf van kontemporêre benaderings tot die Afrikaanse literatuurstudie;
- vaardighede verwerf om in verskillende kontekste oor die Afrikaanse literatuur en ander kreatiewe uitdrukkingsvorme te skryf.

OPSIONEEL: Skoolpoësie vir Afrikaansonderwysers – slegs vir onderwysstudente in hul finale jaar.
Studente moet:
- 'n uitgebreide verwysingsraamwerk van Afrikaanse gedigte geskik vir verskillende ouderdomsgroepe skoolstudente, verwerf;
- analitiese vaardighede vir teksinterpretasie verwerf;
- voorgeskrewe gedigte vir skoolklasse kan voorberei en aanbied.

Berekeningskriteria:
Minimum volletydperktyd vir eksamentoelating –0%
Volletydperkpuntegewig – 100%
Eksamenpuntegewig –0%

HU. 23 ANTHROPOLOGY

Practical work in the form of individual and group fieldwork is compulsory in all undergraduate modules.

Anthropology 1A	**ATL1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
- Introduction to Anthropology: Human biological and cultural origins

Purpose:
This module is an introduction to Anthropology with a focus on human biological and cultural evolution.
Outcomes:
Upon completion of this module a student should be able to:

- identify the study area of anthropology and its sub-fields in broad terms;
- define the core concepts of anthropology;
- explain the theory of evolution;
- state what the different debates about human biological and cultural origins are.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Anthropology 1B	ATL1BB1	NQF level: 6	NQF credits: 16

Content:
Introduction to Anthropology: Social and cultural variation.
This module is an introduction to Anthropology. The focus will be on the anthropology of human social and cultural variation.
Purpose:
This module is an introduction to Anthropology with a focus on the anthropology of human social and cultural variation**.**
Outcomes:
Upon completion of this module a student should be able to:
- differentiate between the fields of study in anthropology;
- explain reasons for human social and cultural variation;
- explain the different uses of anthropological knowledge and skills;
- indicate what the characteristics are of the theoretical approaches in anthropology;
- identify and explain the nature of anthropological fieldwork and research techniques.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Anthropology 2A and 2B are prerequisites for Anthropology 3A and 3B.

Anthropology 2A	ATL2AA2	NQF level: 7	NQF credits: 16

Content:
- Human origins
- Cognitive anthropology

Purpose:
This module is an introduction to human origins and cognitive anthropology.
Outcomes:
Upon completion of this module a student should be able to:
- discuss human evolutionary trends and hypotheses relating to human origins;
- describe how bones become fossils, what fossils can reveal, how fossils are dated;
- place humans into the context of geological, biological and environmental change on the planet;
- compare the major theories that seek to explain the origin and dispersal of modern hominids and contrast the different views using evidence from specific paleoanthropological and archaeological sites, genetic data and dating techniques;
- explain how human cognition evolved through time;
- define core concepts relating to the study of human cognition;
- identify anthropological methods of exploring past and/or current human.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Anthropology 2B	ATL2BB2	NQF level: 7	NQF credits: 16

Content:
- Ethnography
- Histories and theories of anthropology

Purpose:
This module is an introduction to ethnography; and the histories and theories of anthropology.
Outcomes:
Upon completion of this module a student should be able to:
- discuss the creation of ethnography as text within a specific academic and social context;
- identify the elements and style of ethnography as a product ofliterature;
- evaluate postmodern analyses of ethnography;
- report on own ethnographic fieldwork in a reflective mode;
- distinguish the different theoretical approaches in anthropology;
- contextualise different theoretical approaches historically;
- present merits and shortcomings of core ideas of different anthropological schools of thought;
- evaluate ethnography as the result of a specific theoretical orientation.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Anthropology 3A	ATL3AA3	NQF level: 7	NQF credits: 22

Content:
- Religion and ritual
- Nature-society relations

Purpose:
This module is an introduction to the anthropology of religion and ritual; and nature-society relations.
Outcomes:
Upon completion of this module a student should be able to:
- explain the foundations of religion;
- discuss the relationship of religion to culture and society;
- explain the diversity of religions and rituals;
- use the basic anthropological concepts about nature and society;
- understand the interconnectedness of humans and the environment;
- describe how humans have shaped the environment over time and how the environment has shaped human societies;
- discuss how understandings of the human relationship with the natural world vary cross-culturally across time and space.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Anthropology 3B	ATL3BB3	NQF level: 7	NQF credits: 22

Content:
- The anthropology of space and place

- Medical anthropology

Purpose:
This module is an introduction to the anthropology of space and place; and to medical anthropology.
Outcomes:
Upon completion of this module a student should be able to:
- conceptualise space and place in current anthropological thinking;
- explain the ways in which anthropologists and local communities understand sacred, contested and transnational space;
- discuss the central issues concerning 'urban life';
- discuss the variation in health and illness between and within populations across time and space and understand the sources of this variation;
- explain how health and illness is the result of a complex interaction between sociocultural, environmental and biological phenomena;
- explain the biocultural interactions between humans and pathogens;
- use a cross-cultural approach and ethnographic examples to discuss and explain issues about health and illness.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 24 BUSINESS COMMUNICATION

Business Communication	**CBS1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
- Communication theory
- Interpersonal communication
- The role of culture and multi-cultural communication in the workplace
- Non-verbal communication
- Organisational communication
- Effective business writing
- Negotiation skills and meetings
- Presentations and graphic communication

Purpose:
To know the communication process, and be able to communicate effectively with other people in different social contexts and to organise information fundamental to the process of growing language capability across language applications and fields of study.
Outcomes:
Upon completion of this module students should be able to:
- apply their knowledge of the language and cultural complexities of South Africa to the benefit of the South African economy;
- write coherent and well-structured reports supported by suitable scientific evidence;
- communicate clearly within the most beneficial structures enhancing a healthy flow of information in an interpersonal and corporate environment;
- conduct productive meetings;
- deliver formal presentations, using visual aids that will best assist the audience's understanding of the subject matter, thus optimising the persuasive impact of the message.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 25 CLASSICAL CULTURE AND MYTHOLOGIES

NB: No prior knowledge of Greek or Latin is required.

Classical Culture and Mythologies 1A	**CLC1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Myth and Mythology
Greek gods and goddesses
Purpose:
To introduce the study of Classical Culture in the form of ancient Greek myth and examples of influential ancient literature.
Outcomes:
Upon completion of this module students should be able to:

- have an understanding of myth interpretation theory, which they can apply to any narrative discipline;
- be acquainted with the foundation myths of ancient Greek society, their meaning and function;
- have an introductory knowledge of the Ancient Greek literary texts of Hesiod, Plato and the Homeric Hymns.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Classical Culture and Mythologies 1B	**CLC1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
Greek religion
The Greek heroes
Purpose:
To introduce the study of Classical Culture in the form of great Western hero myths and the stories of the Trojan War and the adventures of Odysseus in the Homeric Epics
Outcomes:
Upon completion of this module students should be able to:

- have an understanding of myth interpretation theory, which they can apply to any narrative discipline;
- be acquainted with the hero myths of ancient Greek society, their meaning, function and application in today's Western Popular Culture;
- have an introductory knowledge of Ancient Greek epic, the literary precedents for Western literature.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Classical Culture and Mythologies 2A	**CLC2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:
The origin of Greek theatre
The tragic authors Aeschylus and Sophocles.
Purpose:
To introduce students to the cultural phenomenon of Greek Tragedy, its social and cultural context and its relevance to students of the humanities today. To introduce students to the techniques and methods of academic research and to the techniques of literary criticism.
Outcomes:
Upon completion of this module students should be able to:
- have a clear understanding of the cultural context and workings of Greek Tragedy;
- be acquainted with the issues explored in the tragic genre such as the feminine, the barbarian and the concept of the 'other';
- have a new knowledge of the use of myth as a pliable and dynamic source of tragic plot and narrative;
- have preliminary experience in research methodology and literary criticism.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Classical Culture and Mythologies 2B	**CLC2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:
The tragic authors Sophocles and Euripides
Purpose:
To further the introductory knowledge of Greek Tragedy gained in 2A, and to further the ability to do academic research and to understand the techniques of literary criticism.
Outcomes:
Upon completion of this module students should be able to:
- have a clear understanding of the cultural context and workings of Greek Tragedy;
- be acquainted with the issues explored in the tragic genre such as the feminine, the barbarian and the concept of the 'other';
- have a new knowledge of the use of myth as a pliable and dynamic source of tragic plot and narrative;
- be able to produce academic papers demonstrating solid research methodology and an introductory knowledge of literary criticism.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Classical Culture and Mythologies 3A	**CLC3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:
The Greek and Roman heritage
Introduction to Roman Myth and Literature

Purpose:
To introduce students to Roman myth and literature and the impact of Classical Culture in the post-renaissance to the modern world. To further the students' ability to do critical literary research.
Outcomes:
Upon completion of this module students should be able to:
- have an introductory understanding of Roman literary culture in context;
- have an introductory knowledge of Roman values of first century CE as expressed in their adaptation of Greek myths and Greek literary forms;
- have acquired the knowledge of two very different Roman epics that articulate aspects of Roman culture for the first 50 years of the first century of the Roman Empire.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Classical Culture and Mythologies 3B	**CLC3BB3**	**NQF level: 7**	**NQF credits: 16**

Content:
Reception of Classical Culture from Renaissance to 21st Century
Purpose:
To introduce students to the genre of the ancient novel and how Classical literature, myth and thought have infused contemporary art, literature and film by studying a number of examples of modern art, literature and film.
Outcomes:
Upon completion of this module students should be able to:
- have broadened their knowledge of ancient literature by their introduction to a new literary genre – the ancient novel – in the form of Apuleius *Metamorphoses* or *The Golden Ass*;
- have a new knowledge of the use of myth as a pliable and dynamic source of subject matter for post renaissance art, literature and modern film;
- be able to produce academic papers demonstrating solid research methodology and knowledge of literary criticism;
- have prepared and delivered their first seminar in Classical Culture, which will prepare them more thoroughly for any postgraduate work they wish to pursue in the field of humanities.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 26 COMMUNICATION AND MEDIA

If Communication and Media is taken as a major, a total of six semester modules (of which two at each year level):
- Communication and Media 1A and1B
- Communication and Media 2A and2B
- Communication and Media 3I and 3J, OR 3K and 3L, OR 3M, 3N

Communication and Media 1A: Introduction to Communication	**CAM1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
This module offers an introduction to the process of human communication. It addresses the pivotal questions of the 'how', 'what' and 'why' of communication. These include an introduction to modes of communication practices in a culturally diverse society. Both African and South African case studies are discussed in order to anchor the course within its regional location in the global south. In addition, the course introduces the principles of journalism, with emphasis on the tenets of ethical reporting, the nature of news and different types of writing.
Purpose:
The purpose of this module is to introduce students to the main approaches and concepts that are used in the study of communication in a culturally diverse society. It also introduces students to the principles of journalism and writing for news media.
Outcomes:
Upon completion of this module students should be able to:

- recognise and explain the different approaches to the study of communication and journalism practices, respectively;
- gain a critical understanding of the key concepts of communication and journalism;
- demonstrate a general awareness and understanding of how one's geographical and ideological positionality affects one's worldview and consequently, one's communication practices.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Communication and Media 1B: Approaches to Communication and Media	**CAM1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
This module offers an introduction to different approaches to the study and analysis of communication and media. These include linear, interactive and social semiotic approaches to communication; approaches to the study of media, media effects, media texts and media audiences; and approaches to the study of digital and social media. In addition, the course introduces the principles of digital media practice and production.
Purpose:

The purpose of this module is to introduce students to the main approaches, concepts and methodologies that are used in the study and analysis of communication and media. It also introduces students to the principles of digital media practice and production
Outcomes:
Upon completion of this module students should be able to:

- explain the different approaches to the study and analysis of communication and media;
- discuss the key concepts of communication and media studies;
- recognise and explain the different theories of the role and effects of communication

and media in contemporary society;

- demonstrate a general awareness and understanding of the fundamental concepts and ideas that shape the field of communication and media studies;
- gain a critical understanding of the basic principles of digital media practice and production.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Communication and Media 2A: Data and Society	**CAM2AA2**	**NQF level: 6**	**NQF credits: 16**

Content:

This module offers a grounding of the relationships between data and society. It will encourage students to think critically about living in a society where more daily activities are conducted over the Internet, and consequently that is becoming increasingly dependent on the production, storage and processing of data. It will analyse the concept of the 'Fourth Industrial Revolution' and its relevance for communication and media. It will also consider the cultural implications of data usage in everyday life, as well as the political economy of data, including questions of how data contributes to the reproduction of power. It will equip students to produce digital multimedia content, underpinned by the concept of digital democracy.

Purpose:

The purpose of the module is to introduce students to the main concepts and theoretical debates relating to data and society, how data processes work and their impacts on communication and media practices, as well as the governance, ownership, control and societal effects of data. It will also introduce them to digital multimedia practice. The module is also aimed at equipping students to produce digital media and engage in visual storytelling and production workflows.

Outcomes:

Upon completion of this module students should be able to:

- explain basic concepts relating to data and society, such as big data, the Fourth Industrial Revolution, artificial intelligence and algorithmic decision making;
- describe how social media can contribute to the formation of identities, social justice and collective action;
- demonstrate an awareness of the dangers of online expression and information disorders;
- execute basic principles of digital media production across platforms;
- understand elements of visual construction of digital media across platforms.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Communication and Media 2B: Research Methodology	**CAM2BB2**	**NQF level: 6**	**NQF credits: 16**

Content:

Contextualisation of the historical development and fundamental aspects of communication research. Studies in the elements of the communication research process. Studies in types of research. Understanding of the methodological aspects of research and the practice of research. Ethical issues in communication research. Practical research project.

Purpose:

The purpose of this module is to contextualise the historical development and fundamental aspects of the communication research process; to provide students with an overview of the elements of the communication research process, types of research and methodological aspects of research, as well as an introduction to ethical issues in communication research. The knowledge is practicably applicable in an academic or industry context.

Outcomes:

Upon completion of this module students should be able to:

- contextualise the historical development and fundamental aspects of communication research;
- discuss the elements of the communication process;
- explain the appropriateness of types and methods of research to investigate a specific communication phenomenon;
- discuss ethical issues in communication research;
- execute a given research project.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Communication and Media 3I: Communication, Media and Society: Communication and Global Culture	**CAM3IA3**	**NQF level: 6**	**NQF credits: 22**

Content:

Communication, media and global culture. Global communication and information flows. Dominant flows, counterflows, contraflows. Media and communication industries in a global world.

Purpose:

The purpose of this module is to foster a critical understanding of the impact of globalisation on global communication and media industries and cultures.

Outcomes:

Upon completion students should be able to:

- define communication, media and global culture;
- distinguish dominant, counter- and contraglobal communication and information flows;
- discuss critically global media and communication trends.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Communication and Media 3J: Communication, Media and Society: Communication and Media in Africa	**CAM3JB3**	**NQF level: 6**	**NQF credits: 22**

Content:
This module seeks to develop students' critical understanding of the systems and roles of communication, media and digital technologies in Africa. Grounded in historical and decolonial approaches, the course will focus on how local and global historical, social, economic and technological forces shape and influence communication and media in Africa. Specific topics will include, among others, historical overview, colonial legacy, post-colonial media systems, media and democracy, the State, civil society, media and politics.
Purpose:
The purpose of this module is to investigate communication, media and society in Africa critically.
Outcomes:
Upon completion of this module students should be able to:

- describe the different approaches to understanding African communication and media systems;
- apply different media theories to African media systems;
- produce analytical assessments on different aspects of African media and communication systems;
- conduct small-scale research projects on different aspects of African media and communication systems.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Communication and Media 3K: Global Journalism	**CAM3KA3**	**NQF level: 6**	**NQF credits: 22**

Content:
This module focuses on the changes happening to journalism practice at a global level.

The module compares journalism in a range of historical and contemporary contexts. It explores the sourcing, production and dissemination of news in different journalism contexts. Furthermore, it focuses on how contemporary changes in technology impact news production at a global level. These include, among other issues, fake news, bots, algorithms in the global news ecosystem, and how they feed a global news ecosystem of disinfodemics. Issues of big data, journalism automation and artificial intelligence, and how they have impacted on global journalism practices – like global collaborative investigative journalism, will be tackled in this module.
Purpose:
. This module aims to equip students with the principles and practices of global news production in the contemporary news production ecosystem. Students will focus on both the theory of global journalism, global multiplatform content creation and storytelling

practices at a global level.

Outcomes:
Upon completion of this module students should be able to:

-
- Evaluate and compare the different approaches to contemporary global journalism
- Explore various theoretical debates in the conceptualisation and evaluation of global journalism
- Relate the scholarly issues and debates to the professional perspectives of practitioners in these fields.
- Understand the influence of AI, big data, news automation in global news production.
- Apply a high level of initiative to create content using multiple techniques, for a global news audience.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Communication and Media 3L: Journalism Practice	**CAM3LB3**	**NQF level: 6**	**NQF credits: 22**

Content:
Journalism Practice focuses on newswriting and editing for multi-platforms and culminates in advanced writing for the media. It equips students with principles and practices of media production in the contemporary environment. It traces the principles of content production for a diversity of media platforms. Students will focus on content creation and storytelling for digital platforms.

Purpose:
The purpose of the module is to prepare students with the practical knowledge of writing and production for a digital environment. This would include: media digital platforms and social media platforms.**Outcomes:**
Upon completion of this module students should be able to:

- Explain and critically analyse trends in content delivery in the digital space
- Apply the principles and practices of contemporary digital media production
- Produce content for various digital platforms.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Communication and Media 3M: Screen Studies: History and Theory	**CAM3MA3**	**NQF level: 6**	**NQF credits: 22**

Content:
This module focuses on the history and theory of screen media across the African continent. It examines different periods, forms, genres and platforms. The module also incorporates technical classes and tutorials (camera, sound, lighting, etc.)

Purpose:
The module aims to introduce students to the history and theory of screen media across the African continent. It also offers an opportunity to acquire technical skills for screen media production.

Outcomes:
Upon completion of this module students should be able to:•

- historicise and theorise screen media in Africa;
- apply the theories of screen media;
- describe different periods, forms, genres and platforms of African screen media;
- explain and critically analyse trends in content delivery in the digital space;
- understand key technical elements of screen media production;
- apply the principles of writing for screen media

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Communication and Media 3N: Screen Studies: Screen Practice	**CAM3NB3**	**NQF level: 6**	**NQF credits: 22**

Content
This course expands on the principles of digital media practice taught in first and second year. Students will learn the craft of visual storytelling that employs elements of documentary and fiction production, exploring hybrid approaches to filmmaking. Screen practice enables students to produce short content for all screens, working within the genres of either fiction, documentary or a combination of these genres. Practical work is underpinned by a theoretical understanding of screen production and the ability to critically analyse visual texts. Students will also be exposed to African cinema, while reflecting on the context of screen production on the continent and how voices from the South are rewriting narratives for the screen.

Purpose

Screen practice takes place in a technology intensive environment and is aimed at equipping students with the skills required to create visual content for a diversity of screens. Students will have access to the UJ studio and the range of professional film equipment available for the production of their projects. The course prepares students to enter the world of work, where the ability to produce content for screens is becoming essential in the field of communication and media. Technical and conceptual skills will enable students to function within a fast-changing media industry environment.

Outcomes

· The ability to analyse and critique visual texts
· The technical skills required to produce and direct short fiction content from concept to post-

production
· Exploring storytelling strategies for screen
· Exposure to African cinema films from the Global South and World cinema
· Understanding of both fiction and documentary genres and hybrid approaches
· Preparing for the media industry: On set protocol
· Completed short content and showreel
· **Calculation criteria:**
· Minimum Full Period Mark for Examination Admission –
0% Full Period Mark Weight – 100%
· Examination Mark Weight – 0%
·

HU. 27 COMMUNITY DEVELOPMENT AND LEADERSHIP

Community Development and Leadership1A	**CDL1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
This module focuses on personal and professional development for community practice, specifically within the context of people-centred and asset-based approaches of development. The developmental welfare policy of South Africa provides the context for this module.
Purpose:
The purpose of this module is to introduce students to theories of empowerment − to become personally as well as professionally empowered as community practitioners.
Outcomes:
Upon completion of this module students should be able to:
- give an overview of theories of empowerment relevant for personal and professional community development and leadership;
- develop, implement and evaluate a community development and empowerment programme, focusing on an inside-out approach;
- give a critical account of the developmental welfare policy and its relevance to community practice.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Community Development and Leadership 1B	**CDL1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
This module focuses on theories, approaches, principles, features and ethics relevant for participatory community practice. This module will enable students to understand development from a people-centred, humanist perspective and lay a foundation for the effective implementation of methods, skills and principles required for community practice.
Purpose:
The purpose of this module is to introduce students to theories of participatory community practice; to study the principles, features and ethics relevant for participatory community practice. This will be done within the context of poverty, underdevelopment and inequality.
Outcomes:

Upon completion of this module students should be able to:

- discuss critically theories and approaches relevant for people-centred community development practice and apply it to communities in South Africa;
- discuss the principles, features and ethics relevant for participatory community practice;
- critically apply these theories, approaches, principles, features and ethics to poverty, underdevelopment and inequality relevant to South Africa.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Community Development and Leadership 2A	**CDL2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:
In this module the knowledge, skills and values regarding the facilitation of the processes and phases of community development will be addressed.
Purpose:
The purpose of this module is to introduce students to the facilitation of knowledge, skills and values of the processes and phases in community development with emphasis on the strengths-based approach.
Outcomes:
Upon completion of this module students should be able to:

- conceptualise an integrated model for the initiating, engagement, planning, implementation and evaluation of community projects with emphasis on the strengths of an asset-based approach;
- implement the process in a facilitation way towards sustainable development.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Community Development and Leadership 2B	**CDL2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:
This module focuses on crucial skills for effective community practice, namely linking, networking and partnerships, as well as dealing with differences and conflict.
Purpose:
The purpose of this module is to introduce students to different theories and skills appropriate for effective community development practice.
Outcomes:
Upon completion of this module students should be able to:

- formulate appropriate theoretical models on different skills needed for community development practice and be able to apply these models to communities.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Community Development and Leadership 3A	**CDL3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:
Participatory development research methodologies will be addressed in the first section. Thereafter the focus will be on the knowledge, skills and values of participatory management and leadership for sustainable development. Differences and similarities between project management in corporate governance and project management in participatory community practice will also be addressed.
Purpose:
The purpose of this module is to introduce students firstly to the approaches, methods and skills of participatory development research; and secondly to the management and leadership models relevant to community practice.
Outcomes:
Upon completion of this module students should be able to:
- discuss critically different theories, methods, principles and techniques of participatory development research and its relevance to South Africa;
- implement a participatory research project in a community and evaluate its effectiveness;
- submit a research report on the participatory research project;
- discuss critically different management and leadership models and their relevance to South Africa;
- implement an integrated developmental management model to a community and evaluate its effect.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Community Development and Leadership 3B	**CDL3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:
This module focuses firstly on the role of the development worker to strengthen and assist the community group to develop into effective organisations in the community. Secondly, various community economic development models and the establishment of effective economic development models within the context of community development will be studied.

The purpose of this module is to introduce the students firstly to the establishment and strengthening of community-based organisations, and secondly the role of the community practitioner in the development of the economy of communities.
Outcomes:
Upon completion of this module students should be able to:
- discuss critically different models on the establishment, strengthening and sustainment of community-based organisations;
- conceptualise an integrated model for a specific community on the establishment, strengthening and sustainment of community-based organisations and evaluate a community-based organisation according the conceptual model;
- discuss critically different community economic development models for their relevance to South African communities;
- conceptualise an integrated model for community economic development and evaluate a community project according to this model.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Community Development and Leadership Internship 3	**CDL3003**	**NQF level: 7**	**NQF credits: 44**

Content:

Upon completion of this module students should be able to:

- understand rural-urban linkages;
- analyse the micro and macro contexts of development management, especially in South Africa and have an appreciation for a holistic approach;
- determine the merits and limitations of planning techniques for development;
- have a critical understanding of the project cycle and the development project approach;
- value the approach to development planning and management as an adaptive learning process;
- demonstrate a positive attitude to the fundamental requirement of authentic participation and the use of local knowledge and skills in development management.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Development Studies 2B	**DEV2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:
Urban development
Methodology of development research
Purpose:
This module introduces urban development and the methodology of development research
Outcomes:
Upon completion of this module students should be able to:

- understand the major theoretical positions on urbanisation;
- explain the causes, consequences and strategies of migration;
- recommend strategies for urban development in South Africa;
- give an account of urban development policy options;
- evaluate the implementation of urban development policy in South Africa;
- differentiate between scientific knowledge and other kinds of knowledge, and evaluate these differences;
- understand the differences between quantitative and qualitative research methods, and discuss the relationship between them;
- understand the difference between the validity and reliability of research results;
- explain the differences between research methods for development and research methods for development studies;
- demonstrate the ability to use the relevant method for a practical development situation.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Development Studies 3A	**DEV3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:
Theories and policies of development
Purpose:
This module introduces theories and policies of development in their historical and spatial

contexts

Outcomes:

Upon completion of this module students should be able to:

- identify and compare the history of different development theories in their philosophical, economic and political contexts;
- indicate what the importance of factors other than the economy in the development process is, with specific reference to social, political and cultural issues;
- identify and describe the most recent theoretical approaches to development and be able to relate those to development practice;
- use the Internet effectively as a source of information, as well as an interactive learning tool;
- understand the process of development policy making in South Africa (SA);
- state and evaluate the South African government's development policy(ies);
- be aware of the possibilities and hindrances of the implementation of development policy on different levels in SA;
- demonstrate critical and creative thoughts on problem solving in the field of development policy;
- develop the ability to communicate ideas effectively verbally and in writing.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Development Studies 3B	**DEV3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:

Development, governance and research

Purpose:

This module focuses on development governance processes, issues and actors, from global to local levels.

Outcomes:

Upon completion of this module students should be able to:

- debate critically the key concepts used in the field of development governance;
- identify and explain main frameworks and current debates in the field of development management, governance and research;
- discuss critically the broad trends of development governance in South Africa over time;
- engage critically the debates on the roles of various stakeholders in development governance;
- use and analyse a range of empirical information;
- engage in a small-scale research project through searching, interviewing, observing, analysing, writing, presenting and working in a group.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 29 ENGLISH

Note: Credits cannot be obtained for English 1A and 1B as well as English 1C and 1D except with the special permission of the Executive Dean.

English 1A	ENG1AA1	NQF level: 6	NQF credits: 16

Content:
An introduction to short fiction
An introduction to the novel
Purpose:
To introduce students to the field of English literary studies, to the distinguishing characteristics and techniques associated with fiction, and to the fundamental critical thinking and essay writing skills required in literary analysis.
Outcomes:
Upon completion of this module students should be able to:
- recognise a limited range of narrative techniques common in fiction;
- demonstrate basic skills in essay planning and writing;
- present the main ideas of a critical analysis, by means of close reading of passages from narrative texts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

English 1B	ENG1BB1	NQF level: 6	NQF credits: 16

Content:
An introduction to drama
An introduction to poetry
Purpose:
To introduce students to the field of English literary studies, to the distinguishing characteristics and techniques associated with poetry and drama, and to the fundamental critical thinking and essay writing skills required in literary analysis.
Outcomes:
Upon completion of this module students should be able to:
- recognise a limited range of dramatic techniques common in modern and Shakespearean plays;
- recognise a limited range of poetic techniques common to poetry;
- demonstrate basic skills in essay planning and writing;
- present the main ideas of a critical analysis, by means of close reading of passages from poems and dramatic texts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

English 1C	ENG0CA1	NQF level: 6	NQF credits: 16

Content:
- Academic style, register and genre
- Topic statements and paragraphing
- Summarising and paraphrasing
- Referencing and plagiarism
- Dictionary work and interpretative strategies
- Basic analytical skills

- Visual literacy

Purpose:
To introduce students to the conventions and disciplines of academic writing, and to develop their reading, writing and thinking skills.
Outcomes:
Upon completion of this module students should be able to:
- write a paragraph;
- summarise and paraphrase;
- write academically.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

English 1D	**ENG0DB1**	**NQF level: 6**	**NQF credits: 16**

Content:
- Stylistic conventions in writing an academic argument essay
- Finding supporting evidence, integrating and referencing sources
- Critical thinking in the humanities
- Making an argument in an academic essay
- Essay structure

Purpose:
To introduce students to the conventions of academic argument, text-based research, the analysis of source material and to support the further development and strengthening of their critical reading, writing and thinking skills.
Outcomes:
Upon completion of this module students should be able to:
- plan an academic argument essay;
- write an academic argument essay;
- engage critically with academically suitable texts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 540%
Examination Mark Weight – 50%

English 2A	**ENG2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:
South African literature
Modern drama
Purpose:
To introduce students to the distinguishing characteristics of, and dominant concerns reflected in, South African English literature; to develop their skills in the analysis and discussion of modern drama in English. Training in essay writing skills is a feature of all modules offered by the English department
Outcomes:
Upon completion of this module students should be able to:
- recognise how South African historical contexts have influenced the production of literature in the country;
- identify the main themes that are presented in a variety of literary genres in South

Africa;
- understand the particular characteristics and devices common to modern drama;
- demonstrate an ability to plan and write an academic essay.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

English 2B	ENG2BB2	NQF level: 7	NQF credits: 16

Content:
Poetry: Augustans to Romantics
Nineteenth-century fiction

Purpose:
To introduce students to the distinguishing characteristics of, and dominant concerns reflected in Romantic and Victorian poetry, and in nineteenth-century fiction. Training in essay writing skills is a feature of all modules offered by the English department

Outcomes:
Upon completion of this module students should be able to:
- understand what is meant by Romantic and Victorian poetry;
- identify themes and conventions typical of Romantic poetry, and of Victorian poetry;
- debate the extent to which context influences the production of literature;
- identify the main narrative techniques and themes common to the nineteenth-century novel in English;
- demonstrate an ability to plan and write an academic essay.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

English 3A	ENG3AA3	NQF level: 7	NQF credits: 22

Content:
Renaissance literature; modern poetry

Purpose:
To introduce students to the distinguishing characteristics of, and dominant concerns reflected in, medieval and Renaissance literature, as well as the Modern novel. Training in close reading and essay writing skills is a feature of all modules offered by the English department

Outcomes:
Upon completion of this module students should be able to:
- understand how historical contexts influenced the production of literature in the medieval and Renaissance periods;
- identify the main themes that are presented in medieval poetry, and renaissance poetry and drama;
- understand the particular characteristics and devices common to medieval and Renaissance literature;
- understand what constitutes Modernism;
- demonstrate an ability to plan and write an academic essay.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%

Full Period Mark Weight – 50%
Examination Mark Weight – 50%

English 3B	**ENG3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:
Modernist and contemporary fiction
Purpose:
To introduce students to the distinguishing characteristics of, and dominant concerns reflected in, modern poetry and contemporary fiction. Training in essay writing skills is a feature of all modules offered by the English department
Outcomes:
Upon completion of this module students should be able to:
- understand how historical contexts influenced the production of literature in the twentieth century;
- identify the innovations that can be discerned in poetry and novels in the twentieth century;
- understand the particular characteristics and devices common to modernist poetry, and to contemporary fiction;
- demonstrate an ability to plan and write an academic essay.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

HU. 30 FRENCH

The attendance of practical classes is compulsory at all levels.
French 1A and 1B are semester modules for students with no prior knowledge of French or students who passed the matriculation examination with a D symbol (59% or less) or the Senior Certificate with 4 for French.

French 1A (Currently not offered)	**FRS1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Fundamental speaking, listening, reading and writing skills for everyday situations. The study of simple texts and introduction to French culture and lifestyle.
The language competencies of this module are aligned with the requirements of level A1 as set out by the "Common European framework of reference for languages".
Purpose:
Introduction to the French language and culture via the teaching of the four basic language skills: reading, writing, listening and speaking.
Outcomes:
Upon completion of this module students should be able to:
- communicate effectively in basic French, drawing on a knowledge of basic vocabulary, grammatical structures and conventions;
- understand the meaning of simple French texts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%

Full Period Mark Weight – 100%
Examination Mark Weight – 0%

French 1B (Currently not offered)	**FRS1BB1**	**NQF level: 6**	**NQF credits: 16**

(Prerequisite: French 1A)
Content:
Further study of basic French language skills, with the focus on more complex structures, the study of authentic texts and the study of French culture and lifestyle.
The language competencies of this module are aligned with the requirements of level A2 as set out by the "Common European framework of reference for languages".
Purpose:
Further introduction to the French language and culture via the teaching of the four basic language skills: reading, writing, listening and speaking.
Outcomes:
Upon completion of this module students should be able to:

- communicate effectively in basic French, drawing on a knowledge of basic vocabulary, grammatical structures and conventions;
- understand the meaning of simple French texts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

French 2A	**FRS2AA2**	**NQF level: 7**	**NQF credits: 16**

(Prerequisite French1D or French 1B. Students with a matric or equivalent qualification in French − 60% or above − may apply for advanced placement into French 2A and may also apply for the awarding of 32 French 1 credits according to RPL procedures.)
Content:
The acquisition of intermediate French language skills (reading, writing, listening and speaking) as well as the study of written texts and/or films representative of contemporary French and Francophone literatures and cultures. The language competencies of this module are aligned with the requirements of level B1.1 as set out by the "Common European framework of reference for languages".

Purpose:
Study of the French language, literature and civilisation at an intermediate level
Outcomes:
Upon completion of this module students should be able to:

- demonstrate the degree of mastery of the French language required at an intermediate level in a variety of situations and contexts (e.g. expressing in writing or orally his/her understanding of French texts, films or conversations, formulating his/her own opinions coherently in French).

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

(Prerequisite: French 1D **or** French 1B. Students with a matric or equivalent qualification in French − 60% or above − may apply for advanced placement into French 2A and may also apply for the awarding of 32 French 1 credits according to RPL procedures.)

French 2B	FRS2BB2	NQF level: 7	NQF credits: 16

(Prerequisite: French 2A)
Content:
The acquisition of intermediate French language skills (reading, writing, listening and speaking) as well as the study of written texts and/or films representative of contemporary French and Francophone literatures and cultures.
The language competencies of this module are aligned with the requirements of level B1.2 as set out by the "Common European framework of reference for languages".
Purpose:
Further study of the French language, literature and civilisation at an intermediate level.
Outcomes:
Upon completion of this module students should be able to:

- demonstrate the degree of mastery of the French language required at an intermediate level in a variety of situations and contexts (e.g. expressing in writing or orally his/her understanding of French texts, films or conversations, formulating his/her own opinions coherently in French).

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

French 3A	FRS3AA3	NQF level: 7	NQF credits: 22

(Prerequisite: French 2B)
Content:
The acquisition of advanced French language skills (reading, writing, listening and speaking).
The in-depth study of selected canonical works chosen from 17th to 21st century French prose, poetry, theatre and film, which may include African texts and/or films in French. Attention will be given to the socio-political, historical and literary background of the works chosen.
The language competencies of this module are aligned with the requirements of level B2.1 as set out by the "Common European framework of reference for languages".

Purpose:
Study of the French language, literature and civilisation on an advanced level.
Outcomes:
Upon completion of this module students should be able to:

- give proof of advanced competence required for this level in the four basic language skills (reading, writing, listening and speaking);
- give proof of translation skills adequate for this level;
- give in-depth analyses of prescribed texts / films displaying understanding of the relevant socio-political, historical and literary background of the works chosen.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

French 3B	FRS3BB3	NQF level: 7	NQF credits: 22

(Prerequisite: French 3A)

Content:
The acquisition of advanced French language skills (reading, writing, listening and speaking). The in-depth study of selected canonical works chosen from 17th to 21st century prose, poetry, theatre and film, which may include African texts and/or films in French. Attention will be given to the socio-political, historical and literary background of the works chosen.
The language competencies of this module are aligned with the requirements of level B2.2 as set out by the "Common European framework of reference for languages".
Purpose:
Further study of the French language, literature and civilisation on an advanced level**.**
Outcomes:
Upon completion of this module students should be able to:

- give proof of advanced competence required for this level in the four basic language skills (reading, writing, listening and speaking);
- give proof of translation skills adequate for this level;
- give in-depth analyses of prescribed texts / films, displaying understanding of the relevant socio-political, historical and literary background of the workschosen.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 31 GREEK (not offered currently)

Greek 1A	**GRK1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Grammar and translation introduction to phonetics, morphology, syntax, vocabulary of the Greek New Testament with appropriate language exercises
Purpose:
To familiarise the student with the Greek alphabet, and the basic linguistic aspects of phonology, morphology, syntax and semantics in order to read and translate simplified Greek sentences and texts.
Outcomes:
Upon completion of this module students should be able to:

- read, write and pronounce Greek words correctly;
- recognise relationships between verbs, nouns and adjectives exhibiting similar stems;
- translate basic words, phrases, sentences and passages from Greek to English;
- understand the relationships between different tenses and numbers of verbs, as well as between the singular and plural of nouns and adjectives.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight –100%
Examination Mark Weight – 0%

Greek 1B	**GRK1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
Grammar and translation reading and translation of passages from the Greek New Testament and an introduction to Greek-Christian History

Purpose:
To continue familiarising the student with the basic linguistic aspects of phonology, morphology, syntax and semantics of Ancient Greek in order to read and translate uncomplicated, original Attic and Hellenistic Greek texts. The student should develop a basic understanding of the geography, history and culture of Ancient Greece.
Outcomes:
Upon completion of this module students should be able to:
- recognise relationships between verbs, nouns and adjectives exhibiting similar stems;
- translate sentences and passages from Greek to English, which include various forms of subordinate clauses;
- understand the relationships between different moods and voices;
- understand the basic socio-historic background of the texts read.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Greek 2A	**GRK2AA1**	**NQF level: 7**	**NQF credits: 16**

Content:
Linguistics: Greek syntax and unprepared translation; literature: a study of texts from Hellenistic (including the New Testament) and/or Patristic literature; and history: a general survey of the Hellenistic period
Purpose:
To explore and revise the complete grammar and syntax of Ancient Greek, read intermediate texts from the Attic (e.g. Plato and Euripides) or Hellenistic (e.g. New Testament and Church Fathers) period. To receive an overview of the history and culture of the Classical or Hellenistic period, focusing, *inter alia*, on the codes regulating the position of women and justice).
Outcomes:
Upon completion of this module students should be able to:
- translate unseens at the level of the Gospel of Mark or easier passages from Xenophon and Herodotus;
- translate and understand the grammar and syntax of intermediate Greek passages on the level of the Acts of the Apostles or Plato, Euripides and Demosthenes;
- understand the workings of patriarchal society in ancient Greece;
- understand the basics of the Greek concept of justice;
- have knowledge of the basic historical framework of the Attic or Hellenistic periods.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Greek 2B	**GRK2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:
Linguistics: Greek syntax and unprepared translation; literature: a study of texts from Hellenistic (including the New Testament) and/or Patristic literature; and history: a general survey of the Hellenistic period
Purpose:
To continue exploring and revising the complete grammar and syntax of Ancient Greek, read

intermediate texts from the Classical (e.g. Herodotus and Homer) or Hellenistic (e.g. New Testament and Church Fathers) period. To continue with an overview of the history and culture of the Classical or Hellenistic period, focusing, *inter alia*, on the heroic code).

Outcomes:

Upon completion of this module students should be able to:

- translate unseens at the level of the Gospel of Luke or easier passages from Thucydides and Euripides;
- translate and understand the grammar and syntax of intermediate Greek passages at the level of the Acts of the Apostles or Herdotus and Homer;
- have a basic understanding of Greek religion and mythology;
- have a basic understanding of the concept of the Greek male and female hero;
- have knowledge of the basic historical framework of the Attic or Hellenistic periods.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Greek 3A	**GRK3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:

Linguistics: language and translation; literature: a study of texts from Classical, Hellenistic (including the New Testament) and/or Patristic literature; and New Testament applied literary theory; historical criticism applied to the history of the Classical, Hellenistic and Christian periods

Purpose:

To enable the student to apply Greek grammatical, syntactic, semantic, literary, cultural and historical knowledge to selected texts, especially through unseen translations; to translate and interpret selected texts from, for example, Paul, Aeschylus, Sophocles, Thucydides, Aristophanes, Menander, and Plutarch and develop an understanding of the history and main genres of Greek literature.

Outcomes:

Upon completion of this module students should be able to:

- compose Greek prose containing compound sentences and indirect speech;
- translate unseens at the level of intermediate passages from Demosthenes, Plutarch, Paul and Sophocles;
- translate, comment on, and interpret selected passages from the Classical and/or Hellenistic and/or Early Christian periods;
- critically evaluate source material from a selected historical period (Classical, Hellenistic and Christian).

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Greek 3B	**GRK3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:

Grammar: language and translation (including unprepared translation), literature: a study of texts from Classical, Hellenistic (including the New Testament) and/or Patristic literature; New Testament applied literary theory; and history: a study of the sources of Classical, Hellenistic and/or Christian history.

Purpose:
To enable the student to apply Greek grammatical, syntactic, semantic, literary, cultural and historical knowledge to compose Greek prose, and to translate and interpret selected texts from, for example, Paul, Aeschylus, Sophocles, Thucydides, Aristophanes, Menander, and Plutarch.
Outcomes:
Upon completion of this module students should be able to:
- compose Greek prose containing compound sentences and indirect speech;
- translate unseens at the level of intermediate passages from Demosthenes, Plutarch, Paul and Sophocles;
- translate, comment on, and interpret selected passages from the Classical and/or Hellenistic and/or Early Christian periods;
- evaluate critically source material from a selected historical period (Classical, Hellenistic and Christian).

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 32 HISTORY

History 1, 2 and 3 consist of two basic semester modules each with the option of completing more selections in certain years. The extra selections are not necessarily offered every year and each selection is usually the equivalent of a half semester module.
History 1: The place of humankind in the world

History 1A	HIS1AA1	NQF level: 6	NQF credits: 16

Content:
History of Humanity to 1500
A chronological survey of selected themes in the political, social, cultural and economic history of the world from the paleolithic era until circa 1500
Purpose:
This module provides a broad overview of developments in world history from the prehistorical period until the early modern era. Through the study of selected themes in both socio-cultural and political-economic history, this module aims to provide an understanding of how various societies, polities and empires originated, developed and interacted with one another across the world in the pre-modern era. Through tutorials and assignments students are introduced to the basic skills of historical research.
Outcomes:
Upon completion of this module a student should be able to:
- demonstrate a basic knowledge and understanding of world history until circa 1500;
- identify and explain the formations and failures of selected social, economic, cultural and political developments and movements in the world until circa 1500;
- discuss the historiographic debates of key developments in world history until circa 1500;
- interpret the arguments of historians for the rise and fall of various societies, polities and empires until circa 1500;
- acquire basic knowledge of the skills necessary for historical analysis and writing.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%

Examination Mark Weight – 0%

History 1B	HIS1BB1	NQF level: 6	NQF credits: 16

Content:
History of Humanity since 1500
A chronological survey of selected themes in the political, social, cultural and economic history of the world from the early modern era until the near present
Purpose:
This module provides a broad overview of developments in world history from the early modern era until the near present, and as such builds on the work of the first semester. Through the study of selected themes in both socio-cultural and political-economic history, this module aims to provide an understanding of how various societies, polities and empires originated, developed and interacted with each other across the world in the modern era. Through tutorials and assignments the basic skills of historical research that students acquired in the first semester are further consolidated.
Outcomes:
Upon completion of this module a student should be able to

- demonstrate a basic knowledge and understanding of world history since circa 1500 until the near present;
- identify and explain the formations and failures of selected social, economic, cultural and political developments and movements in the world since circa 1500;
- discuss the historiographic debates of key developments in world history since circa 1500;
- interpret the arguments of historians for the rise and fall of various societies, polities and empires since circa 1500;
- consolidate knowledge of the basic skills of historical research acquired in the first semester.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

History 2: The place of Africa in the world

History 2A	HIS2AA2	NQF level: 7	NQF credits: 16

Content:
History of Africa to 1800
A chronological survey of selected themes in the political, social, cultural and economic history of the African continent from the Paleolithic era until circa 1800
Purpose:
The purpose of the module is to provide the students with a broad overview of developments in the African continent from the prehistorical period until the rise of European colonialism. Through the study of selected themes in both socio-cultural and political-economic history, this module aims to provide an understanding of how pre-colonial societies and polities originated and developed in Africa. Through tutorials and assignments students are introduced to the key skills of historical research.
Outcomes:
Upon completion of this module a student should be able to:

- demonstrate a basic knowledge and understanding of African history until circa 1800;
- identify and explain the formations and failures of selected social, cultural and political movements in Africa;

- reflect critically on the historiographic debates of key developments in African history until circa 1800;
- evaluate the arguments of historians for the rise and fall of various African societies and polities until circa 1800;
- apply the basic skills of historical analysis and writing to extracts from primary and secondary historical sources.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

History 2B	HIS2BB2	NQF level: 7	NQF credits: 16

Content:
History of Africa since 1800
A chronological survey of selected themes in the political, social, cultural and economic history of the African continent from circa 1800 to the early twenty-first century

Purpose:
The purpose of this module is to introduce students to the complex histories of Asian societies and their interaction with the Western world from the sixteenth century to the present. Through the study of selected themes in both socio-cultural and political-economic history, this module aims to provide an understanding of the regional development of these societies, their interaction with Western colonial powers, the processes of colonisation and decolonisation as well as their rise to key role players in the global world. The key skills of historical research are developed further through tutorials and assignments.
This module introduces students to the complex histories of African societies and polities and their interaction with the Western world from the early nineteenth century to the present. Through the study of selected themes in both socio-cultural and political-economic history, this module aims to provide an understanding of the regional development of these societies and polities, their interaction with Western colonial powers, the processes of colonisation and decolonisation as well as their rise to significant role players in the global world. The key skills of historical research are developed further through tutorials and assignments.

Outcomes:
Upon completion of this module students should be able to:
- demonstrate a basic knowledge and understanding of the histories of selected African societies and polities after 1800;
- explain and discuss the process of colonisation and decolonisation in these societies and polities;
- reflect critically on the historiographic debates of the impact of colonialism in these societies and polities;
- evaluate the arguments of historians for the place of the African continent in the processes of globalisation;
- apply the skills of historical analysis and writing to short primary and secondary historical texts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

History 3A	HIS3AA3	NQF level: 7	NQF credits: 22

Content:

This module introduces students to the content and practice of the interaction between individuals and the societies and polities of which they form part, and how this has changed over time.

Purpose:

This module serves to expose students to the broad range of topics and approaches, which historians have developed for the study of the past. Through the study of selected themes including (i) crime and society; (ii) material culture and consumption; (iii) science, medicine and the environment; and (iv) urban history, students are exposed to the techniques of studying the interaction between individual agency and larger structures and processes in the past. Students are trained in advanced skills of historical research and interpretation through tutorials and longer assignments.

Outcomes:

Upon completion of this module students should be able to:

- demonstrate a basic knowledge and understanding of the historical development of a specific theme;
- identify and explain the various approaches that historians have developed to study that theme;
- begin to reflect critically on the historiographic debates that have animated the theme over the past few decades;
- evaluate and apply the different approaches and techniques developed by historians for the study of that theme;
- demonstrate advanced skills of historical analysis and writing to a variety of primary and secondary historical source.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

History 3: Further Investigation into Individuals, Societies and Polities

History 3B	**HIS3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:

This module provides students with a more in-depth exploration of the content and practice of the interaction between individuals and the societies and polities of which they form part, and how this has changed over time.

Purpose:

This module serves to train students further in the broad range of topics and approaches that historians have developed for the study of the past. Through the study of selected themes such as (i) gender and family history; (ii) memory, public history and heritage; (iii) the social history of knowledge, and (iv) the rise and fall of empires, students are further grounded in the study of the interaction between individual agency and larger structures and processes in the past. Students are trained in advanced skills of historical research and interpretation through tutorials and longer assignments.

Outcomes:

Upon completion of this module students should be able to:

- demonstrate a detailed knowledge and understanding of the historical development of a specific theme;
- identify and explain the various approaches that historians have developed to study that theme;
- reflect critically on the historiographic debates that have animated the theme over the past few decades;

- evaluate and apply the different approaches and techniques developed by historians for the study of that theme;
- demonstrate advanced skills of historical analysis and writing to a variety of primary and secondary historical sources;
- write advanced historical research essays.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 33 INDUSTRIAL SOCIOLOGY

Industrial Sociology is offered as a separate direction of study only on postgraduate level.

Please advise if there is no other missing information?

HU. 34 LANGUAGE PRACTICE

Language Practice 1A	**LPR1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Introduction to a theoretical framework for language and text awareness in selected communication-sensitive professional fields.
Introduction to the conventions of selected text types and guidance to the production and reception of these types.

Purpose:
The purpose of this module is twofold:
To introduce students to the interface between explicit knowledge about language and conscious perception and sensitivity regarding language use in specific communication-sensitive professional contexts such as translation, interpreting and text editing, as well as the world of multimedia communication.
To introduce students to the skills needed to recognise, understand and produce texts of selected genres.

Outcomes:

Upon completion of this module students should be able to:
- demonstrate explicit metalinguistic knowledge;
- demonstrate a conscious understanding of how languages work and are used;
- demonstrate sensitivity towards bias in language and the manipulative aspects of language;
- recognise the generic conventions of selected text types;
- identify reading and general reception strategies;
- produce independently texts of specific generic kinds.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Language Practice 1B	**LPR1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:

An introduction to the interface between language and culture and the effects of cultural and social structures and processes on communication across cultures.

Purpose:

The purpose of the module is to familiarise students with the interface between language and culture and the effects of cultural and social structures and processes on communication across cultures and to equip them with the necessary skills to deal with such communication needs**.**

Outcomes:

Upon completion of this module students should be able to:

- explain the relationship between language and culture;
- demonstrate an understanding of the notion of intercultural communicative competence;
- explain the effects of miscommunication across cultures;
- implement suitable strategies to facilitate communication across cultures.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Language Practice 2A	**LPR2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:

- Introduction to situated translation, interpreting and text editing
- Introduction to extracting and processing relevant information for translation, interpreting and text editing tasks
- Introduction to the use of tools and search engines (e.g. terminology software, electronic corpora, electronic dictionaries)

Purpose:

To prepare students for the professional workplace in dealing with specialised translation, interpreting, text editing and terminology and the use of applicable tools and technology.

Outcomes:

Upon completion of this module students should be able to**:**

- demonstrate skills in the use of applicable information and document management technology;
- demonstrate the application of strategies for documentary and terminological research;
- demonstrate a working knowledge of and practical skills in electronic document management;
- demonstrate skill and competence in information processing.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Language Practice 2B	**LPR2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:

- Continued introduction to situated translation, interpreting and text editing.
- Continued introduction to extracting and processing relevant information for translation, interpreting and text editing tasks.
- Continued introduction to the use of tools and search engines (e.g. terminology software, electronic corpora, and electronic dictionaries).

Purpose:
To prepare students for the professional workplace in dealing with specialised translation, interpreting, text editing and terminology and the use of applicable tools and technology.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate skills in the use of applicable information and document management technology;
- demonstrate the application of strategies for documentary and terminological research;
- demonstrate a working knowledge of and practical skills in electronic document management;
- demonstrate skill and competence in information processing.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Language Practice 3A	**LPR3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:
- Introduction to situated translation, interpreting and text editing.
- Introduction to applicable information technology for translation, interpreting and text editing.
- Introduction to authentic project translation, interpreting and text editing work.
- Introduction to translation/interpreting/text editing service provision.

Purpose:
To assist students in achieving a semi-professional level of expertise through authentic experience
To prepare students for the professional workplace in dealing with specialised translation, interpreting, text editing and terminology and document management and information technology
Outcomes:
Upon completion of this module students should be able to:
- demonstrate skills in the use of applicable information and document management technology;
- proof of authentic project work;
- demonstrate competence in translation/interpreting/text editing service provision;
- demonstrate a working knowledge of and practical skills in electronic document management and translation memory software;
- demonstrate skill and competences in authentic project work.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Language Practice 3B	**LPR3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:
- Continued introduction to situated translation, interpreting and text editing.
- Continued introduction to applicable information technology for translation, interpreting

and text editing
- Continued introduction to authentic project translation, interpreting and text editing work.
- Continued introduction to translation/interpreting/text editing service provision.

Purpose:
To assist students in achieving a semi-professional level of expertise through authentic experience
To prepare students for the professional workplace in dealing with specialised translation, interpreting, text editing and terminology and document management and information technology
Outcomes:
Upon completion of this module students should be able to:
- demonstrate skills in the use of applicable information and document management technology;
- proof of authentic project work;
- demonstrate a working knowledge of and practical skills in electronic document management and translation memory software;
- demonstrate skill and competences in authentic project-work.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

HU. 35-LATIN (not offered currently)

Latin 1A and 1B are taken by students with no prior knowledge of Latin or by students who have obtained a symbol lower than an E (lower than 40%) in the Matriculation examination. Latin 1A and 1B lead to Latin 2.

Latin 1A	**LAT1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Introduction to Latin and the history of Rome: Latin grammar, basic morphology and syntax; the translation of themes dealt with in the history; vocabulary; Latin origins of English words;

Latin legal terminology; history: the geography of Italy; and selections from the political, social, cultural and religious history of Ancient Rome from the monarchy to the end of the Republic
Introduction to Latin and the history of Rome: Latin grammar, basic morphology and syntax; the translation of more advanced passages of themes dealt with in the history; vocabulary; Latin origins of English words; Latin legal terminology; history: selections from the political, social, cultural and religious history of Ancient Rome from the monarchy to the end of the Republic
Purpose:
To familiarise the student with the Latin sound system, and the basic linguistic aspects of phonology, morphology, syntax and semantics in order to read and translate simplified Latin sentences and texts; to raise the student's awareness of the relationship between Latin and English vocabulary; and to introduce the student to the culture and history of Rome.
Outcomes:
Upon completion of this module students should be able to:
- read, write and pronounce Latin words correctly;
- recognise relationships between verbs, nouns and adjectives exhibiting similar stems, as well as with English derivatives;
- translate basic words, phrases, sentences and passages from Latin to English;

- understand the relationships between the subject of a sentence and the verb, the function of cases in a sentence, as well as agreement between nouns and adjectives.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Latin 1B	LAT1BB1	NQF level: 6	NQF credits: 16

Content:
Introduction to Latin and the history of Rome: Latin grammar, basic morphology and syntax; the translation of more advanced passages of themes dealt with in the history; vocabulary; Latin origins of English words; Latin legal terminology; history: selections from the political, social, cultural and religious history of Ancient Rome towards the end of the Republic and the Principate
Introduction to Latin and the history of Rome: Latin grammar, basic morphology and syntax; the translation of more advanced passages of themes dealt with in the history; vocabulary; Latin origins of English words; Latin legal terminology; history: selections from the political, social, cultural and religious history of Ancient Rome towards the end of the Republic and the Principate as well as a short survey of the origin of Roman Law

Purpose:
To familiarise the student with the more advanced linguistic aspects of the Latin phonology, morphology, syntax and semantics in order to read and translate original Latin sentences and texts; to raise the student's awareness of the relationship between Latin and English vocabulary; and to introduce the student to the culture and history of Rome.

Outcomes:
Upon completion of this module students should be able to:
- recognise relationships between verbs, nouns and adjectives exhibiting similar stems;
- translate sentences and passages from Latin to English, which include various forms of subordinate clauses;
- understand the relationships between different moods and voices;
- understand the basic socio-historic background of the texts read.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Latin 2A	LAT2AA2	NQF level: 7	NQF credits: 16

Content:
Latin literature, syntax (intermediate) and Roman history: Latin literature of the Republic and the Principate; a study of selected poems of the most important lyric and elegiac poets from the period of the Republic and the Principate; Latin syntax (intermediate) and unprepared translation; and a survey of the political history of Rome from the end of the Royal period to the end of the Principate
Latin literature, syntax (intermediate) and Roman history: Latin literature of the Republic and the Principate; a study of one book of Vergil's Aeneas, which includes a survey of the most important characteristics of the epic of the Greek-Roman antiquity; an introductory discussion of Vergil's life and works, a translation of selections of his work; Latin syntax (intermediate) and unprepared translation, and exercises; Roman perception of religion, early cults and religious customs and their influence on Roman religion; Roman state religion; and Mystery

cults and Mithraism

Purpose:

To explore and revise the complete grammar and syntax of Latin, read selected intermediate texts based on the grammar and syntax covered; to receive an overview of the history and culture (including religion) of the late Republic and the Principate.

Outcomes:

Upon completion of this module students should be able to:

- translate and understand the grammar and syntax of intermediate Latin passages;
- have a thorough understanding of the Roman state religion, mystery cults and Mithraism during the late Republic and Principate;
- have a basic understanding of the chronology of the late Republic and the Principate.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Latin 2B	**LAT2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:

Latin literature, syntax (intermediate) and Roman history: Latin literature of the Republic and the Principate: a study of one forensic or one political speech of Cicero; Latin syntax (intermediate) and unprepared translation of Latin poems and prose; and Roman history: aspects of Roman civil life (the position of women, slavery, sexuality and burial customs) in Latin literature, syntax (intermediate) and Roman history: Latin literature of the Republic and the Principate: a study of one comedy of Plautus or Terence; continued study of syntax (intermediary) and unprepared translation of Latin poems and prose, and exercises; and the establishment and expansion of the Roman culture in Africa from the Punic Wars up to the advent of Christianity.

Purpose:

To continue exploring and revising the complete grammar and syntax of Latin, read selected advanced texts based on the grammar and syntax covered; to receive an overview of the history and culture (including religion) of the expansion of the empire into Africa from the Punic Wars to the advent of Christianity.

Outcomes:

Upon completion of this module students should be able to:

- translate unseens of intermediate level;
- translate and understand the grammar and syntax of more advanced passages selected from, for example, Cicero, Caesar, Augustus, Virgil, Catullus, Livy, Ovid, and Tacitus;
- understand how and why Roman culture expanded into Africa.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Latin 3A	**LAT3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:

Latin literature, syntax (advanced) and Roman history; Latin literature of the Empire to the beginning of the fifth century AD; a study of one book of a Roman author from the Caesarean period; advanced study of the most important syntactical phenomena in Latin; the political and social history of Rome from the Principate up to the establishment of the Tetrarchate under Caesar Diocletian.

Latin literature, syntax (advanced) and Roman history; Latin literature of the Empire to the beginning of the fifth century AD; continued advanced study of the most important syntactical phenomena in Latin; a study of the letter as literary genre of the Caesarean period; the political, social and religious changes in the Roman Empire from the fourth to sixth centuries AD and its importance for Western civilisation.

Purpose:

To familiarise the student with the main genres and writers in the history of Latin literature and to read at least one prose (e.g. Cicero) and one poetry (e.g. Horace) author. To explore the grammar, syntax and semantics of the Latin language by way of unseen translations. To provide a basic review of the history and culture of the Late Republic and Early Empire.

Outcomes:

Upon completion of this module students should be able to:

- give a review of the main genres and writers in the history of Latin literature;
- translate and appreciate the style and thought of at least one prose author;
- translate and appreciate the style and thought of at least one poet;
- exhibit a sound knowledge of the grammar and syntax of the Latin language;
- understand the historical and cultural background of texts of the Late Republic and Early Empire.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Latin 3B	**LAT3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:

- Latin literature, syntax (advanced) and Roman history; Latin literature of the Empire to the beginning of the fifth century AD; a selection from the early Christian literature of the third and fourth centuries including work of Ambrose, Prudence and Augustine; continued advanced study of the most important syntactical phenomena in Latin; history of Roman culture in Africa from the establishment of Christianity up to the advent of Islam in the seventh century AD.
- Latin literature, syntax (advanced) and Roman history; Latin literature of the Middle Ages and the Renaissance; continued advanced study of the most important syntactical phenomena in Latin; and the preservation and survival of the Roman cultural heritage in the Middle Ages.

Purpose:

To familiarise the student with the main genres and writers in the history of Latin literature and to read at least one prose (e.g. Petronius) and one poetry (e.g. Vergil) author. To explore the grammar, syntax and semantics of the Latin language by way of unseen translations. To provide a basic review of the history and culture of the Early Roman Empire.

Outcomes:

Upon completion of this module students should be able to:

- give a review of the main genres and writers in the history of Latin literature;
- translate and appreciate the style and thought of at least one prose author;
- translate and appreciate the style and thought of at least one poet;
- exhibit a sound knowledge of the grammar and syntax of the Latin language;
- understand the historical and cultural background of texts of the Early Roman Empire.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

HU. 36 LINGUISTICS

Linguistics 1A	LIN1AA1	NQF level: 6	NQF credits: 16

Content:
Introduction to the study of language and the core domains of linguistics, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics.
Purpose:
The purpose of this module is to introduce students to the core domains of linguistics, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate the interrelatedness of phones, phonemes, morphemes, lexis, semantics and pragmatics in our understanding of language;
- summarise and explain the premises of the study of language, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics;
- use the principles offered by the fields of phonetics, phonology, morphology, semantics, syntax and pragmatics to analyse spoken and written discourse.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Linguistics 1B	LIN1BB1	NQF level: 6	NQF credits: 16

Content:
Continued introduction to the core domains of linguistics, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics

Introduction to the study of the comprehension and production of language from psycholinguistic perspectives
Introduction to the role of language in social and cultural life from a sociolinguistic perspective
Purpose:
The purpose of this module is twofold:
- To continue the introduction to the core domains of linguistics, namely phonetics, phonology, morphology, semantics, syntax and pragmatics
- To introduce students to selected linguistic perspectives, i.e. psycholinguistics and sociolinguistics

Outcomes:
Upon completion of this module students should be able to:
- demonstrate the interrelatedness of phones, phonemes, morphemes, lexis, semantics and pragmatics in our understanding of language;
- summarise and explain the premises of the study of language, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics;
- show insight into the interrelatedness of phones, phonemes, morphemes, lexis, semantics and pragmatics in our understanding of language;
- use the principles offered by the fields of phonetics, phonology, morphology, semantics, syntax and pragmatics to analyse spoken and written discourse;
- demonstrate the relationship between language and society and language and cognition from selected linguistic perspectives.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%

Full Period Mark Weight – 100%
Examination Mark Weight –0%

Linguistics 2A	LIN2AA2	NQF level: 7	NQF credits: 16

Content:
Introduction to the study of the sub-disciplines of applied linguistics and the role of language in social and cultural life from selected linguistic perspectives
Purpose:
To introduce students to the study of language-related issues in society and the interface between language, psycholinguistic processes, text, culture and society in the disciplines of linguistics.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate the relationship between language and society, using selected linguistics and applied linguistic perspectives.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Linguistics 2B	LIN2BB2	NQF level: 7	NQF credits: 16

Content:
Continued introduction to the study of the subdisciplines of applied linguistics and the role of language in social and cultural life from selected linguistic perspectives
Purpose:
To introduce students to the interface between language, psycholinguistic processes, text, culture and society in the disciplines of linguistics

Outcomes:
Upon completion of this module students should be able to:
- demonstrate insight into the relationship between language and society and culture and language and cognition, using selected linguistic and applied linguistic perspectives.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Linguistics 3
Modules in Linguistics 3 are interchangeable between semesters. Content offerings will be adjusted taking students' needs into account. Assessment will be by way of two exam papers per semester and one or two portfolios.

Linguistics 3A	LIN3AA3	NQF level: 7	NQF credits: 22

Content:
Introduction to translation studies and the practice of translation
Purpose:
The purpose of this module is twofold:
- To introduce students to the theory and practice of translation.
- To introduce students to information technology for translation.

Outcomes:

Upon completion of this module students should be able to:

- demonstrate insight into the major approaches in translation studies;
- apply the insights gained from translation studies to the practice of translation;
- demonstrate a working knowledge of and practical skills in electronic document management and translation memory software.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Linguistics 3B	**LIN3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:
Introduction to the theory, process and practice of text editing
Introduction to text linguistics
Introduction to the theory and practice of terminology
Purpose:
The purpose of this module is:

- To introduce students to the theory and practice of text editing.
- To introduce students to the interface between text linguistics and text editing.
- To introduce students to the basic principles of terminology work
- To familiarise students with various aspects of translation and text editing as a profession

Outcomes:
Upon completion of this module students should be able to:

- demonstrate insight into the theoretical foundations of text editing;
- apply the insights gained from editing theory to the practice of text editing;
- demonstrate a working knowledge of and practical skills in electronic editing software and terminology tools.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 37 MODERN GREEK (Currently not offered)

Modern Greek 1A	**MDG1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Alphabet, grammar and translation and reading exercises
Grammar and translation and basic conversation
Purpose:
To introduce the student to the basic phonetics, morphology, syntax and semantics of Modern Greek.
Outcomes:
Upon completion of this module students should be able to:

- write and read simple phrases and to communicate on subjects pertaining to daily life (e.g. greeting, weather, shopping, accommodation) using around 400 Modern Greek words.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Modern Greek 1B (Currently not offered)	**MDG1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
Grammar, translation, conversation, and introduction to Modern Greek literature and culture
Purpose:
To introduce the student to the further basic phonetics, morphology, syntax and semantics of Modern Greek. To introduce the student to elements of 20th century Greek literature and culture.
Outcomes:
Upon completion of this module students should be able to:
- write and read simple phrases and to communicate on subjects pertaining to daily life (e.g. greeting, weather, shopping, accommodation) using around 800 Modern Greek words;
- translate basic passages from Modern Greek to English and vice versa;
- have basic knowledge of basic Modern Greek literary and cultural aspects of the twentieth century.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Modern Greek 2A	**MDG2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:
Grammar and the practical handling of Modern Greek; literature: after 1821; culture: from Byzantium to Tourkokratia
Grammar and the practical handling of Modern Greek with historical and literary background (after 1821); culture: from Byzantium to Tourkokratia; and the Greek revolution (1821)
Purpose:
To skill the student in an intermediate level of phonetics, morphology, syntax and semantics of Modern Greek. To introduce the student to selections of Greek literature after 1821, and the interpretation thereof. To introduce the student to an overview of Greek history from the End of Byzantium to the Beginning of the Modern Greek State.
Outcomes:
Upon completion of this module students should be able to:
- read, write and comprehend texts of a more abstract nature (attitudes of people and mentality);
- interpret at a basic level a selection of Greek prose and poetry;
- have a general knowledge of Greek history from the end of Byzantium to the Beginning of the Modern Greek State.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%

Examination Mark Weight – 0%

Modern Greek 2B	MDG2BB2	NQF level: 7	NQF credits: 16

Content:
Grammar and the practical handling of Modern Greek with historical and literary background; from Tourkokratia to Venizelos; and a selection of authors (19th-20th century) Grammar and the practical handling of Modern Greek language with historic-cultural and literary background; Venizelos; ideologies; and selected authors and poets
Purpose:
To further skill the student in an intermediate level of phonetics, morphol ogy, syntax and semantics of Modern Greek. To continue introducing the student to selections of Greek literature after 1821, and the interpretation thereof. To introduce the student to aspects of Greek History of the nineteenth century.
Outcomes:
Upon completion of this module students should be able to:
- continue to read, write and comprehend texts of a more abstract nature (attitudes of people and mentality);
- continue to interpret on a basic level a selection of Greek prose and poetry;
- have a general knowledge of Greek history of the nineteenth and beginning of the twentieth century.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Modern Greek 3A	MDG3AA3	NQF level: 7	NQF credits: 22

Content:
Modern Greek linguistics and translations; Byzantine literature and culture (capita selecta). Contemporary literature (selected authors and poets)
Purpose:
To skill the student in an advanced level of phonetics, morphology, syntax and semantics of Modern Greek. Detailed study of selective contemporary authors of prose and poetry. Introduction to Byzantine literature, culture and history.
Outcomes:
Upon completion of this module students should be able to:
- read, write, translate and comprehend advanced Modern Greek literary and other texts;
- interpret a selection of Modern Greek, and Byzantine prose and poetry;
- have a general knowledge of Greek history of the late Byzantine period.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Modern Greek 3B	MDG3BB3	NQF level: 7	NQF credits: 22

Content:
Modern Greek language study and translations; Byzantine and post-Byzantine literature and

culture; contemporary literature and demotic tragoudia; and Cretan Renaissance
Modern Greek language study and translations; Byzantine and post-Byzantine literature and culture; contemporary literature and demotic *tragoudia;* and Cretan Renaissance

Purpose:

The application of Modern Greek linguistic skills, which have been acquired already.
A continued detailed study of selective contemporary authors of prose and poetry.
Further study of Byzantine literature, culture and history.

Outcomes:

Upon completion of this module students should be able to:

- read, write, translate and comprehend advanced Modern Greek literary and other texts;
- interpret a selection of Modern Greek, and Byzantine prose and poetry;
- have a general knowledge of Greek history of the late Byzantine period.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

HU. 38 PHILOSOPHY

Philosophy 1A	**PHL1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:

Critical thinking skills
Philosophy is a critical enquiry into fundamental issues of human life that cannot be solved scientifically. What can you know about yourself and the world with certainty? What makes you who you are? Are body and mind two separate things? In this module you master the critical and creative skills necessary for answering such questions as well as for thinking about any issue of importance in your life. We guide you in this process with the help of philosophers from the Anglo-American, African and/or Continental traditions.

Purpose:

The purpose of the module is to

(1) help you master critical thinking skills;
(2) introduce you to the nature, style and methods of philosophy;
(3) teach you basic writing skills in philosophy; and
(4) familiarise you with some central debates in philosophy.

Outcomes:

Upon completion of this module students should be able to:

- recognise an argument and determine whether it is sound;
- recognise basic forms of fallacious reasoning;
- write an essay on a philosophical question;
- provide arguments for their own view within that area.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – ~~0%~~
~~40~~Full Period Mark Weight – ~~100% 50~~
Examination Mark Weight – ~~0% 40~~

Philosophy 1B	**PHL1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:

Critical thinking in ethics

This module further develops the introduction to philosophy presented in FIL1A11, focusing on the examination of issues such as the meaning of life, morality and the good life, and questions of race, sex and culture. These issues are examined in the context of central texts from different traditions, including the African, Anglo-American and/or Continental. The module also further develops students' philosophical, critical, and writing skills, and introduces, in the context of the above-mentioned themes, some elementary formal and informal logic.

Purpose:

The purpose of the module is [1] to develop students' understanding of philosophy in its historical development further, [2] to develop students' reading and writing skills in philosophy further, [3] to introduce students to some elementary formal and informal logic.

Outcomes:

Upon completion of this module students should be able to:

- expound a debate in at least one area of philosophy;
- offer arguments for their view in that area;
- write elementary argumentative philosophical essays;
- understand various forms of deductive and inductive arguments;
- identify and avoid common fallacies.

Calculation criteria:

Minimum Full Period Mark for Examination Admission –
40%
Full Period Mark Weight –50%
Examination Mark Weight 50%

Philosophy 2A	PHL2AA2	NQF level: 7	NQF credits: 16

Students must complete two (2) of the following three (3) modules. Not all modules are presented every year. In 2021, the modules Value Theory and African Philosophy will be presented.

Content:

Value Theory

This module offers an in-depth exploration of one or more theories of value in ethics or aesthetics. The focus of the module could include an investigation of the contributions of classic philosophers such as Plato, Aristotle, Hume, Kant, Mill, Schiller, Schopenhauer, Nietzsche and José Ortegay Gasset, or contemporary thinkers such as Arthur Danto, George Dickie, Christine Korsgaard, Peter Railton, Desmond Tutu and Kwame Gyekye. Alternately, it could be an analysis of specific problems within the theory of value, such as the nature of beauty, happiness, personhood or rightness.

Political Philosophy

This module will introduce students to one or more theories answering questions like the following: How should humans live together in societies? What are the best ways of organising political power? How should wealth be distributed, and for which actions may the state rightly punish citizens? What do foreigners owe distant strangers in terms of aid? Texts might be from the African, Anglo-American or Continental traditions.

African Philosophy

This module introduces students to one or more major themes in the African philosophical tradition, and could include a focus on one or more of the following: art, conceptual decolonisation, morality, Ubuntu, time, the question of identity, modes of knowing, causation, the ethics of the environment and pre-colonial African philosophers. It could also include an investigation of the contributions of philosophers such as Ake, Appiah, Bujo, Gyekye, Kasenene, Mbiti, Menkiti, Metz, Murove, Ramose, Senghor, Serequeberhan andWiredu.

Purpose:

To teach students (1) classic philosophical texts or influential theories dealing with value

theory and/or (2) classic or contemporary philosophical theories engaging politics, and/or (3) classic or contemporary texts or influential theories/thinkers in the African Philosophical tradition; as well as (4) to help students deepen their philosophical thinking skills and (5) to develop students' reading and writing skills in philosophy further.

Outcomes:

Upon completion of this module students should be able to:

- define the fundamental issues humans have with values and/or politics and/or have a thorough grasp of one or more fundamental issues/thinkers in the African philosophical tradition;
- be knowledgeable about some of the main theories that address these questions;
- give expositions of such theories and be capable of critically engaging them;
- write an advanced argumentative philosophical essay.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%

Full Period Mark Weight – 50%

Examination Mark Weight – 50%

Philosophy 2B	PHL2BB2	NQF level: 7	NQF credits: 16

Content:

History of Modern Philosophy

This module provides an introduction to some of the central epistemological and metaphysical problems of modern philosophy (roughly, in the 17th and 18th centuries), focusing on the writings of the rationalists (Descartes, Leibniz, Spinoza), empiricists (Locke, Berkeley, Hume) and Kant. This module will focus on such problems as that of the nature of mind and body, scepticism about the reality of the external world, idealism/materialism, the scope and limit of knowledge, the existence of God, the conflict between freedom and determinism, *a priori* and *a posteriori* truth, substance and causation, and personal identity.

Metaphysics and Epistemology

This module covers central topics concerning the nature of the world and how, if at all, we know about it. Metaphysical topics may include properties and universals, natural kinds, causation, realism and relativism, personal identity, free will, the existence of a soul, and similar or related topics. Epistemological topics may include external world scepticism, the problem of induction, the nature of knowledge, the nature of warrant, and similar or related topics. Although the focus would be on Anglo-American works, other texts, e.g. from the African and Continental traditions, may also be discussed.

Purpose:

To teach students about (1) philosophers from the modern period and their views and (2) contemporary philosophical theories about metaphysics and epistemology, as well as (3) to help students deepen their philosophical thinking skills and (4) to further develop students' reading and writing skills in philosophy.

Outcomes:

Upon completion of this module students should be able to:

- identify and understand central philosophers and their texts from the 17th and 18th centuries;
- be familiar with major philosophical distinctions such as rationalism/empiricism; idealism/materialism, foundationalism/coherentism, realism/relativism, and salient arguments in favour of each position;
- reflect critically on these works, positions and arguments in discussion and in writing, and to assess their contemporary relevance.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Philosophy 3A	PHL3AA3	NQF level: 7	NQF credits: 22

Content:
Two of the following three topics will be selected, depending on the availability of teaching expertise.

19th Century Philosophy
The module aims to allow students to engage in an in-depth study of key thinkers or questions that characterise 19th century philosophy, particularly in Europe and the UK. The module may focus exclusively upon the works of thinkers such as Bentham, Wollstonecraft, Fichte, Hegel, Schopenhauer, Comte, Feuerbach, Mill, Darwin, Dilthey, Kierkegaard, Marx, Peirce, James, and Nietzsche; or, alternately, the module may allow for an engagement with selected key philosophical themes emerging in and from the 19th century, such as the conflict between metaphysics and religion, conceptions of history and progress and the issue of nihilism.

20th Century Philosophy
This module provides an introduction to the texts, themes and movements that have defined philosophy in the 20th century. Although the particular content of this module may vary from year to year, its principal focus is on issues in the Anglo-American and European traditions. It will introduce students to such themes as naturalism and normativity, realism and anti-realism, consciousness, language and intentionality, the question of being and existence, life and the body, interpretation and the world, power and knowledge, in the works of such authors as Russell, Ayer, Wittgenstein, Sellars, Quine, Putnam, McDowell, Husserl, Heidegger, Horkheimer, Adorno, Habermas, Sartre, Merleau-Ponty, Lyotard, Derrida, Foucault and Deleuze.

Hermeneutics
Hermeneutics is an interdisciplinary study of theories of interpretation. We ask questions like the following: What is a text? What is a context? What is language? What is meaning? Can everything we perceive be considered texts, including people and the world itself? What are principles and methods of understanding the world of human "objects," i.e. forms of human expression such as paintings, laws, literature, music, religions? We discuss theories of philosophers like Friedrich Schleiermacher, Wilhelm Dilthey, Martin Heidegger, Hans Georg Gadamer, Jürgen Habermas, Paul Ricœur, and Jacques Derrida.

Purpose:
To teach students about (1) philosophers from the 19th and 20th centuries and their views, (2) the main issues, arguments and theories of interpretation, as well as (3) to help students deepen their philosophical thinking skills and (4) to develop students' reading and writing skills in philosophy further.

Outcomes:
Upon completion of this module students should be able to:

- identify and understand central philosophers and their texts from the 19h and 20th centuries;
- be familiar with major philosophical perspectives such as existentialism, nihilism, Marxism, perspectivism, critical theory, dialogical views, postmodernism, positivism and realism;
- be conversant with the main issues, arguments, and theories of interpretation;
- reflect critically on relevant works, positions and arguments in discussion and in writing, and to assess their contemporary relevance.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – ~~0%~~
40Full Period Mark Weight – ~~100%~~ 50
Examination Mark Weight – ~~0%~~ 50

Philosophy 3B	PHL3BB3	NQF level: 7	NQF credits: 22

Content:
Two of the following three topics will be selected, depending on the availability of teaching expertise.
Philosophy of Mind and Language
This module covers central topics concerning the nature of mind, experience, representation and meaning. Topics may include the mind/body problem, the nature of consciousness, human vs. animal experience, the nature of perception, theories of meaning, semantic externalism, truth, reference, and similar or related topics.
Philosophy of Science
This module covers central topics in the philosophy of science. Topics may include induction, confirmation, explanation, prediction, laws of nature, causation, scientific realism and anti-realisms, big-picture theories of scientific method (e.g. those of Kuhn, Popper, Lakatos, or Feyerabend), and similar or related topics. The module may also cover topics in the philosophy of particular sciences, such as physics, biology, social science or medical science.
Environmental and Animal Ethics
Environmental and animal ethics is the application of normative ethics to a particular set of practical issues, i.e. issues about the environment and non-human animals. Environmental ethics asks what, if anything, we owe to non-human animals, to plants, to fragile geological wonders, to species, to landscapes, and even to ecosystems themselves. It asks about our responsibilities to future generations, the problem of the moral standing of human and non-human species and wilderness, the deficiencies of cost-benefit analysis as a basis for decision making, and the challenges posed by climate change. W e discuss the theories of philosophers like Peter Singer, Tom Regan, Aldo Leopold, Paul Taylor, and Holmes Rolston III.
Purpose:
To teach students (1) contemporary distinctions, positions and arguments with regard to the philosophies of mind, language and science, as well as environmental and animal ethics, (2) to help students deepen their philosophical thinking skills and (3) to develop students' reading and writing skills in philosophy further.
Outcomes:
Upon completion of this module students should be able to:
- identify and understand central issues and debates in contemporary analytic philosophy;
- be familiar with major philosophical debates such as direct/indirect theories of perception, functionalist/identity theories of mind, internalism/externalism about linguistic content, descriptivist/causal theories of reference, realism/anti-realism, or with topics like utilitarianism, animal rights, environmental holism, and environmental justice;
- reflect critically on relevant works, positions and arguments in discussion and in writing, and to assess their contemporary relevance.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – ~~0%~~
40%Full Period Mark Weight – ~~100%~~ 50%
Examination Mark Weight – ~~0%~~ 50%

HU. 39 POLITICS AND INTERNATIONAL RELATIONS

Politics 1A	POL1AA1/PIR1AA1	NQF level: 6	NQF credits: 16

Content:

Introduction to the discipline and political dynamics: the definition and development of the discipline; major concepts; development and characteristics of the state; classifications of states; forms of authority; ideologies; political institutions; society and identity; and other aspects of political dynamics.

Introduction to key issues in South African politics: a study of the key political issues in South Africa from apartheid through democratic transition and consolidation and including a focus on political dynamics, the political party system, the constitution, election issues, political and socio-economic equality; and other contemporary debates.

Purpose:

This module forms part and parcel of the overall programme in Politics, which consists of the following:

- To empower students to contribute towards the maintenance and improvement of the conditions of life of South African society; all students of Politics living in South Africa must be introduced to those debates and events impacting on the country's political future.
- To teach students the art and skills of governance, with a strong focus on:
    - respect for human rights;
    - open and accountable government;
    - defensible security and economic policies;
    - the normative limits in the exercise of power and authority in political orders.
- To educate students to become competent critics and users of social science knowledge claims.
- To teach students how to use the intellectual tools of social science research in acquiring, assessing and applying knowledge in the discipline of Politics.
- To offer knowledge of various theories relating to South African politics.
- To offer insight into how to link theoretical influences with implementation by examining a number of national case studies.
- To offer an understanding of the indicators that can be used to analyse a key event in South African politics.
- To aid students in acquiring cognitive skills in assessing and applying knowledge claims contained inter alia in editorials, research reports, journal articles, literary sources, and government / official documents.
- To help students acquire skills in information retrieval in libraries and high technology information systems.
- To educate students the art of governance (international, national and local) including
    - how to rule;
    - how to regulate;
    - showing restraint in the exercise of power.

The programme takes the form of lectures, tutorials, class exercises**,** online assessments and written tasks, which challenge the student to learn by doing.

Outcomes:

Upon completion of this module students should be able to:

- define key political concepts;
- discuss critically the democracy debate and applying it to South Africa;
- explain the various views how democratic systems work in practice;
- explain different theories of the state as well as the many roles of the state;

- discuss the politics of identity;
- explain the functions of political parties by applying these functions to political parties in South Africa;
- explain party systems and, using the theory, evaluate South Africa's party system;
- describe political institutions in the contemporary world;
- compare political institutions in different political systems;
- analyse key issues/events in South African politics by using a framework of indicators (i.e. historical, social, political, economic and others) that precede the event, are responsible for the event, or are likely to be a consequence of the event;
- add to the existing popular discourse on issues in South African politics;
- compile a short comparative and evaluative essay on a politically relevant topic in contemporary political systems;
- assess the process of governance through political institutions in contemporary political systems.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 1B	POL1BB1/PIR1BB1	NQF level: 6	NQF credits: 16

Content:

International Relations: Introduction to international relations: an introductory study of the principal international role players, their mutual relations and impact on world politics. The emphasis is on states, international organisations such as the United Nations and non-governmental role players such as multinational corporations, ethnic movements and terrorist groups.

Political economy: a study of the relationship between politics and economics at national and international levels, including the role and functions of international financial institutions such as the World Bank, the impact of international economical tendencies on political decision-making, and the political context within which the economic policies of South Africa are formulated.

Purpose:

This module provides a necessary grounding in the conceptual understanding of the core terms of international relations and international political economy.

The module aims at achieving the following objectives:

- In-depth knowledge of the historical roots of international relations theory and international political economy theory.
- To offer students the intellectual tools to be able to apply the essential qualitative research skills associated with international relations and international political economy.
- To offer a supporting platform upon which students can build their appreciation of the subject material.

Outcomes:

Upon completion of this module students should be able to:

- explain and apply introductory concepts and theory in IR;
- demonstrate an elementary understanding of the context within which key concepts and theories are applied and cite appropriate practical examples;
- develop sensitivity towards new theoretical and practical insights in IR.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%

Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 2A	POL2AA2/PIR2AA2	NQF level: 7	NQF credits: 16

Content:

Political Thought: a study of the key texts in the history of political thought, for example, Aristotle's *Politics*, Hobbes's *Leviathan* and Marx's *Communist Manifesto as* well as key concepts in modern political thought, for example, the state, property, justice, freedom, rights, imperialism and democracy and of key African thinkers.

Public Policy Analysis: Introduces students to the fundamental skills of public policy analysis and the difficult choices involved in defining, addressing and resolving public policy problems. The aim is to explain how politics determines various policies and to give an overview of the processes and challenges of collective decision making in contemporary societies.

Purpose:

This module provides a critical introduction to key ideas and concepts in the history of political thought, understood in their historical context and as applicable to our current context in South Africa, Africa and beyond and offers knowledge of a range of arguments and debates in modern political thought and philosophy across a range of thinkers including Constant, Weber, Fanon, Rawls and Mandela. Deep political thinking will provide the grounding for the second half of the module, where students will develop a set of general conceptual skills for tackling policy problems and providing solutions.

The module aims at achieving the following objectives:

- In-depth knowledge of the contexts within which these various thinkers developed their ideas.
- To offer means and techniques of engagement with the content of the central arguments of these texts and ideas.
- To offer the analytical tools for students to apply such knowledge and skills to contemporary political and social problems.
- To offer skills of exegesis and critique of these texts and arguments in comparison with the works of others and in relation to problems and issues in contemporary politics.

Outcomes:

Upon completion of this module students should be able to:

- describe and define the key elements of the various ideas and arguments studied in the module;
- engage critically with these ideas both in terms of the original context and in terms of ethical and practical political relevance for our time and context;
- outline and critically evaluate the main arguments and ideas of one of the theories and theorists;
- analyse critically the various arguments in terms of the practical application to contemporary politics;
- analyse critically the various arguments in terms of their utility in enhancing political judgement;
- explain how government addresses policy problems and the various stages of the decision-making process;
- identify the socio-economic and political conditions of a country that determine or shape particular policies;
- demonstrate the ability to use select policy analysis tools to compare the consequences of proposed policy options for public problems, and make an appraisal of the various likely outputs;
- produce one real public problem 'policy memo' on a short research they would have

conducted.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 2B	POL2BB2/PIR2BB2	NQF level: 7	NQF credits: 16

Content:

Theories of International Relations: an in-depth examination of the key theoretical approaches for studying international relations, including Realism, Liberalism, Marxism, Constructivism, and various critical approaches.

Global Peace and Security: an introduction to the major concepts, debates, approaches and institutions at the centre of efforts to create world peace and security.

Purpose:

This module provides an in-depth study of the major theories of International Relations (IR) and introduces students to Peace and Security Studies as a sub-field of IR.

The module aims at achieving the following objectives:

- To ground students in classical and critical theories of IR.
- To expose students to a variety of conceptual, theoretical and analytical approaches and perspectives in the study of global peace and security issues.
- To provide an overview and critique of African and global peace and security institutions.

Outcomes:

Upon completion of this module, students should be able to:

- demonstrate a critical understanding of the key ideas, assumptions and arguments of major IR theories;
- apply IR theories to explain and interpret international affairs, including peace and security issues;
- engage critically with the central debates within international relations in respect of peace and security issues;
- evaluate critically the role of African and global peace and security institutions.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 2C	POL2CA2	NQF level: 6	NQF credits: 16

Content:

Africa - Defining Moments and Themes: A study of key historical moments that shaped the trajectory of the continent and the resultant dynamics that dominated African political life, from colonialism to the post-colonial period.

Purpose:

The module examines dominant themes in African politics and traces their historical origin and rationale. The idea is to link the study of politics to history in order to locate contemporary challenges within their proper historical context. The module aims to achieve the following

objectives:

- Provide a broad and historical understanding of current themes in African politics.
- Show interconnectedness of the continent and commonality of the challenges each country faces.
- Provide a refined conceptual grasp and analytical tools to explain dominant issues that define contemporary politics.

Outcomes:

Upon completion of the module, students will be able to:

- explain the historical and sociological origin of contemporary issues in African politics;
- understand why certain practices and institutions emerged and for what purpose;
- appreciate the state of African politics in relation to the rest of the world;
- refer to a broader pool of texts that include scholarship by those who were subjects of colonial history and continue to grapple with post-colonial challenges.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 2D	**POL2DB2**	**NQF level: 6**	**NQF credits: 16**

Content:

Arms Control and International Security: An introduction to some of the ideas and policies that have been developed to facilitate the emergence of a less militarised form of world politics.

Purpose:

This module provides an important introduction to general issues involved in efforts to manage and stop the global arms race, as well as attempts to restrain the proliferation of nuclear, chemical, biological and conventional weapons.
The module aims at achieving the following objectives:

- To create awareness and critical thinking about the global arms race and its impact on global peace and security.
- To introduce the conceptual and historical context required for understanding developments in international arms control and disarmament.
- To introduce key international arms control agreements.
- To introduce the unique challenges of global disarmament.

Outcomes:

Upon completion of this module students should be able to:

- define and describe the key elements of the global arms race and its impact on global peace and security;
- engage critically with the central debates within international relations in respect of arms control and disarmament.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 3A	**POL3AA3/PIR3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:

Social science methods and political society: the study of the philosophy of the sciences and the qualitative and quantitative methods employed by social scientists, especially in Politics and International Relations.

Comparative Politics: The scrutiny of the important regularities, similarities and variances in the operations of political institutions and political behaviour in the search for complex analytical explanations to political problems.

Practicals

This is a compulsory component that contributes to the semester mark. It covers the application in practice of various political subjects.

Purpose:

This module provides a critical introduction to key ideas and concepts in the methods used in the academic study of the field of Politics and International Relations. This knowledge is essential in both the understanding of politics and in understanding its dynamic interaction with society. This knowledge is an important grounding not only for postgraduate work but also for the workplace where the formulation, adoption, implementation and evaluation of public policy in the policymaking process. The comparative politics part of the module examines the interaction of national and external dynamics on the politics of a given system, country, state, or region and applies various comparative methods to examine variations of government structures and behaviour across four different regions of the world: Africa, the Americas, Asia, and the Middle East.

Practicals are related directly to the subject matter investigated in this module and offer a necessary platform in which students can experience practical application of the theory.

The module aims at achieving the following objectives:

- In-depth knowledge of the historical context of the Positivist and Post-positivist methods used in Politics and International Relations.
- To offer an understanding of the relationship of Politics to cognate disciplines.
- To offer the analytical tools for students to apply qualitative and quantitative methods to real-world examples.

Outcomes:

Upon completion of this module students should be able to:

- understand and explain the place of Politics and International Relations in the Social Sciences;
- describe and define the key elements of the various ideas and arguments studied in the module;
- show a capacity to differentiate between qualitative and quantitative method;
- engage critically with these ideas both in terms of the original context and in terms of the practical relevance in the field of politics;
- show capacity to differentiate between Positivist and Post-positivist methods of research;
- outline and critically evaluate the two main approaches in an essay of around 2 500 words;
- explain the importance of method in the Social Sciences, especially in Politics and International Relations;
- apply a range of comparative methods in political and analysis and select important variables for the chosen theme;
- define and differentiate between and amongst key political concepts and track their application across the globe;
- design comparative studies (select cases) and compare political phenomena (themes/variables) within and across countries;
- explain the variations in structuring of the nation-state and identify contemporary polarising and crosscutting challenges (cleavages), and how different states respond to

and manage these internal pressures.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 3B	POL3BB3/PIR3BB3	NQF level: 7	NQF credits: 22

Content:

Comparative foreign policy: a comparative study of the foreign policies of selected states, with a strong emphasis on African and South African foreign policy based on applicable theoretical perspectives.

Foreign policy case studies: an application of the theoretical framework established in the first component of the module to analyse real-world examples of foreign policy in action with an emphasis on diplomacy as a tool for a state's foreign policy.

Purpose:

This module provides an important examination of the theory and practice of foreign policy in the African context.

The module aims at achieving the following objectives:

- To offer knowledge of various theories of foreign policy-making as well as the instruments and actors that influence the choices made by foreign policy practitioners.
- To offer and develop the critical analysis needed to identify and explain the courses of action taken by states in international relations.
- To offer insight into how to link theoretical influences with implementation by examining a number of case studies and the practice of diplomacy in general.
- To offer an understanding of the major foreign policy agendas of respective African governments.

Outcomes:

Upon completion of this module students should be able to:

- explain and apply key concepts and theory in Foreign Policy Analysis;
- demonstrate a solid understanding of the context within which key concepts and theories regarding FPA are applied;
- cite appropriate practical examples, and apply in case studies;
- develop sensitivity towards new theoretical and practical insights in FPA.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 3C	POL3CA3	NQF level: 7	NQF credits: 22

Content:

Militarisation of Politics: This module will focus on those aspects of the militarisation of Politics, especially within Africa, that include levels of society, the relationship between the state and the armed forces, symbolic displays, military regimes, the military-industrial complex and other aspects of militarisation.

Barriers and Borders - The Politics of Migration: This module explores the opportunities, tensions and political challenges posed by contemporary migration issues.

Purpose:

To offer knowledge of a range of arguments and debates in the fields of militarisation and migration and to offer and develop critical reasoning skills through the analysis of these debates.

Outcomes:

Upon completion of this module students should be able to:

- describe and explain the various concepts and arguments studied;
- apply critically militarisation debates to selected case studies;
- analyse critically the ways in which migrants are perceived and represented;
- analyse critically the trends of the contemporary migrant experience;
- explain and apply the major theories in international migration studies;
- discuss the major causes and impacts of international migration in Africa and across the world.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Politics 3D	**POL3DB3**	**NQF level: 7**	**NQF credits: 22**

Content:

International political economy: a study of the relationship between politics and economics at national and international levels, with specific reference to the North-South divide and the position of the developing world regarding questions concerning international trade and international monetary relations. Issues concerning technology transfer, development and economic growth strategies and their political impact are included in the study.

International relations and international law: a study of the legal principles underpinning public international law; state sovereignty; the recognition of states; the laws of war and peace; international human rights law; international criminal law; environmental law, and appropriate case studies.

Purpose:

This module provides an important examination of the field of international political economy. These themes reflect contemporary events in the study of International Relations. The second half of the module examines international law as a factor in shaping the relations between a range of international actors, both state and non-state.

The module aims at achieving the following objectives:

- To offer the conceptual grounding and analytical tools of international political economy that are necessary to be able to understand the context of human activity today and in particular the grey area where the state meets the market.
- To offer an understanding of the underlying principles of public international law.
- To offer an overview of the legal themes most prevalent within international relations, particularly with regard to human rights, international crime and the environment.
- To encourage debate on the issue of sovereignty versus intervention under international law.
- To offer the conceptual grounding and analytical tools of international law that are necessary to be able to understand the context of human activity today.

Outcomes:

Upon completion of this module students should be able to:

- explain and apply advanced concepts and theory in IPE contemporary global context;
- demonstrate a solid understanding of the context within which key concepts and theories regarding IPE are applied; cite appropriate practical examples and apply them in

independent research;
- remain abreast of new departures in theory building and application in the contemporary global context;
- explain and apply advanced concepts and theory in international law;
- demonstrate a solid understanding of the context within which key concepts and theories regarding international law are applied;
- remain abreast of new developments within international law.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 40 PSYCHOLOGY

Psychology 1A	PSY1AA1	NQF level: 6	NQF credits: 16

Content:

The module is aimed at providing students with a broad theoretical foundation for further studies in psychology. To this end students encounter topics that encompass three inter-related explanatory approaches, namely biological, e.g. the role of the brain in human behaviour; psychological, e.g. cognition, motivation, and emotion; and environmental explanations, e.g. socio-cultural influences.

Purpose:

Psychology 1A introduces students to the fundamentals of psychology. The module is aimed at providing students with a broad theoretical foundation for further studies in psychology. To this end students encounter topics that encompass three interrelated explanatory approaches, namely biological, e.g. the role of the brain in human behaviour; psychological, e.g. cognition, motivation, and emotion; and environmental explanations, e.g. socio-cultural influences.

Outcomes:

Upon completion of this module students should be able to:
- explain the nature and origins of psychology and critically differentiate between the major perspectives associated with the field of psychology;
- describe the nature of scientific psychology, including ethical issues, and be able to differentiate between major research strategies;
- discuss the role of biological factors in human functioning;
- describe the processes of sensation and perception and evaluate the role of these processes in everyday functioning;
- differentiate between various states of consciousness and the implications of these states for human functioning.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 1B	PSY1BB1	NQF level: 6	NQF credits: 16

Content:

This module introduces students to major fields in psychology. The module is aimed at providing students with an introduction to three defining fields in contemporary psychology, namely developmental psychology, personality psychology and social psychology. Familiarity

with the major concepts and issues related to each of these fields should enable students to engage with these fields at an advanced level in further studies.

Purpose:

Psychology 1B introduces students to major fields in psychology. The module is aimed at providing students with an introduction to four defining fields in contemporary psychology, namely developmental psychology, personality psychology and social psychology. Familiarity with the major concepts and issues related to each of these fields should enable students to engage with these fields at an advanced level in further studies.

Outcomes:

Upon completion of this module students should be able to:

- explain and critically evaluate various issues, theories, and concepts in Developmental Psychology;
- explain and critically evaluate various issues, theories, and concepts in Personality Psychology;
- explain and critically evaluate various issues, theories, and concepts in Social Psychology.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 2A (Developmental Psychology)	**PSY2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:

Developmental Psychology is an important module in Psychology. It introduces the basic principles of human development, which helps the psychology student to conceptualise and understand the ever-changing human being from conception to death. This conceptualisation and understanding is useful in everyday life (enhances understanding of e.g. family members, friends and work colleagues of different ages) and imperative for the psychologist-to-be.

Purpose:

Developmental Psychology is an important module in Psychology. It introduces the basic principles of human development, which helps the psychology student to conceptualise and understand the ever-changing human being from conception to death. This conceptualisation and understanding is useful in everyday life (enhances understanding of e.g. family members, friends and work colleagues of different ages) and imperative for thepsychologist-to-be.

Outcomes:

Upon completion of this module students should be able to:

- discuss critically and describe different theories of human development;
- describe prenatal development, the process of birth and relevant developmental factors pertaining to the newborn;
- discuss the relevant developmental processes pertaining to the infant's readiness for life and refer to changes in the infant's sensory capabilities;
- discuss physical development by referring to relevant changes in the brain, motor skills and sexual development;
- describe Piaget and Vygotsky's theories of cognitive development;
- explain cognitive development by comparing it to the information processing perspective;
- discuss the emotional development, temperament and attachment formation as they occur in the infant;
- explain the development of the self as well as the process of becoming socially aware;
- discuss the development of aggression, altruism and morality;

- list and explain relevant factors pertaining to the family that impact development.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 2C (Social Psychology)	**PSY2CA2**	**NQF level: 7**	**NQF credits: 16**

Content:
Social Psychology exposes students to current questions and research within the discipline of Social Psychology. Social Psychology is the scientific study of human interaction, cognition, and behaviour within groups, societies and organisations. This module aims to instruct students in the empirical and theoretical contributions of Social Psychology to the larger discipline of Psychology.

Purpose:
The purpose of this module is to:

- provide an intermediate to advanced understanding of the scope and aims of Social Psychology, as well as its position within the larger discipline of scientific psychology;
- provide an intermediate to advanced understanding and comprehension of key Social Psychological topic areas, as well as the empirical basis that underlies them;
- provide an intermediate to advanced ability to distinguish between Social Psychological research areas and contrast its methods of research to those used in other subdisciplines in Psychology;
- provide an introduction to the application of selected empirical methods to answer current scientific questions within the discipline of Social Psychology;
- provide an introduction to the application of Social Psychological research to real-world social interactions, and current psychosocial problems in South Africa.

Outcomes:
Upon completion of this module students should be able to:

- describe the differences between social psychological research methodology and that of other subdisciplines within psychology by citing appropriate examples from the empirical literature;
- demonstrate a complex understanding of key theories and their supporting evidence in selected topic areas within social psychology in formal assessments and formative exercises;
- apply social psychological theory and data to real-world issues and social problems.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 2D (Positive Psychology)	**PSY2DB2**	**NQF level: 7**	**NQF credits: 16**

Content:
Positive Psychology involves the scientific study of these factors that allow individuals, groups and communities to thrive. Specific topics to be explored include positive emotions, happiness, signature strengths, flow and creativity, psychological well-being, optimism, hope, wisdom, forgiveness, altruism, spirituality, meaning and purpose in life.

Purpose:
The purpose of this module is to provide students with knowledge on the basic theory and

concepts of the emerging field of Positive Psychology. Some of these concepts include: positive emotions, happiness, signature strengths, flow and creativity, psychological well-being, optimism, hope, wisdom, forgiveness, altruism, spirituality, meaning and purpose in life.

Outcomes:

Upon completion of this module students should be able to:

- distinguish between the principles of positive psychology and other theoretical principles of psychology;
- identify and describe the core concepts of positive psychology;
- reflect on the application of one or more concepts of positive psychology to their own lives;
- know research that supports the principles, strategies and skills of positive psychology.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 2H (Personality Psychology)	**PSY2HB2**	**NQF level: 7**	**NQF credits: 16**

Content:

Review of the concept of personality and core issues surrounding the topic of personality Freudian Theory and Research; Neo-Freudian Theory and Research; Trait Theory and Research; Theory and Research in the Biological Approach; Humanistic Theory and Research; Behavioural/Social Learning Theory and Research; Theory and Research in the Cognitive Approach.

Purpose:

Students will be required to complete a number of continuous formative assessments, which will contribute to their semester mark. Students will also be allowed to complete up to three formative assessments (but no fewer than two) and their two best marks will be considered when calculating the final semester mark.

Outcomes:

Upon completion of this module students should be able to:

- evaluate critically the concept of personality and core issues related to personality;
- discuss critically Freudian theory and research related to concepts in this theory;
- discuss critically Neo-Freudian theory and research related to concepts in this theory;
- discuss critically Trait theory and research related to concepts in this theory;
- discuss critically the Biological personality theory and research related to concepts in this theory;
- discuss critically Humanistic theory and research related to concepts in this theory;
- discuss critically the Behavioural/Social Learning theory and research related to concepts in this theory;
- discuss critically Cognitive personality theory and research related to concepts in this theory.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 3A (Research Psychology)	PSY3AA3	NQF level: 7	NQF credits: 22

Content:
This module builds on the knowledge that has already been acquired in Research Psychology 2A and introduces students to more advanced research design in the behavioural sciences. In this module students are expected to develop understanding of the practical applications of specific research design and to familiarise themselves with the description and manipulation of data using data analysis software.
Purpose:
- To introduce students to advanced research design in the behavioural sciences.
- To develop an understanding of the practical applications of specific research design.
- To familiarise students with the description and manipulation of data using data analysis software.
- To develop students' skills in interpreting and analysing both descriptive and inferential statistics.

Outcomes:
Upon completion of this module students should be able to:
- differentiate between different experimental and non-experimental designs;
- understand the varieties of experimental research design and analyses by using relevant case studies;
- understand the varieties of non-experimental research design and analyses by using relevant case studies.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 3D (Psychopathology)	PSY3DB3	NQF level: 7	NQF credits: 22

Content:
Psychology 3D (Psychopathology) exposes students to current questions and research within the discipline of Psychopathology. Psychopathology is the scientific study of psychological disorders or psychological dysfunction within an individual that is associated with distress or impairment in functioning and a response to this, which deviates from the person's culture. Psychopathology is the culmination of EVERYTHING that you have learnt in Psychology up to now. This module aims to instruct students in the empirical and theoretical contributions of Psychopathology to the larger discipline of Psychology.
Purpose:
The purpose of Psychology 3B (Psychopathology) is to expose students to a multidimensional approach to understanding psychopathology. This model is aimed at exposing students to the historical context of understanding psychopathology as well as current approaches, including assessment and diagnostic criteria. Students will be introduced to a scope of categories of psychological disorder, with an emphasis on conceptualisations of multiple causality.
Outcomes:
Upon completion of this module students should be able to:
- apply a multidimensional approach to understanding psychopathology;
- discuss critically the historical approaches to understanding psychopathology;
- explain current approaches, including assessment, diagnostic practices, and treatment modalities;

- describe the clinical picture of major psychological disorder categories;
- differentiate between the major psychological disorder categories;
- explain the multidimensional aetiological contributions to the development and presentation of psychological disorders;
- discuss critically current trends in the understanding of psychopathology.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 3E (Community Psychology)	**PSY3EA3**	**NQF level: 7**	**NQF credits: 22**

Content:
Community Psychology explores the multiple relations between an individual and the larger groups that locate that individual. These larger groups include communities, societies and organisations.
Purpose:
The purpose of this module is to provide students with a broad understanding of what community psychology entails and the importance of context in working within South African communities. Focus on the different theories in community psychology. On completion of this module, students will have knowledge about the theories and contextual issues in community psychology and be able to apply this knowledge in the broad discipline of psychology.
Outcomes:
Upon completion of this module students should be able to:
- situate basic theoretical principles in community psychology;
- demonstrate the different understanding of the term "community" from their own communities;
- analyse the three different models (mental health model; social action model; social community approach) in community psychology;
- evaluate and apply the concepts of "empowerment" and "prevention" in a South African context;
- reflect on the role of the community psychologist as a consultant within the South African context;
- apply skills of research and intervention in a community project in their respective communities;
- evaluate the effectiveness of the module.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Psychology 3F (Psychotherapeutic Models)	**PSY3FB3**	**NQF level: 7**	**NQF credits: 22**

Content:
The content of Therapeutic Psychology 3F exposes students to the practice of psychotherapy by addressing basic issues encountered in counselling/psychotherapy practice. In this

module, students will encounter theories and techniques of counselling and psychotherapy associated with various psychotherapy systems.

Purpose:

The purpose of Psychology 3F (Psychotherapy: Theories and Models) is to expose students to a comparative analysis of various psychotherapy systems by introducing students to a number of the older and newer models of psychotherapy within the contexts of the psychological theories that inform them. Students will encounter concepts pertaining to the basic change processes that underlie contemporary systems of psychotherapy, as well as a means to compare and evaluate their relative efficacies in offering treatments to specific clients/patients with specific presenting problems. The module aims to equip the student with the ability to discuss a transtheoretical analysis of various psychotherapy systems.

Outcomes:

Upon completion of this module students should be able to:

- define and discuss psychotherapy as a mental health field;
- explain the role of theory in the practice of psychotherapy;
- discuss the theories of personality, psychopathology and psychotherapy for various schools of thought;
- describe the implications for psychotherapy that the theoretical underpinnings of various psychological schools of thought hold for their treatment practices;
- identify and discuss the content and the change processes of psychotherapy;
- differentiate between the common and approach-specific factors across psychotherapeutic models;
- evaluate critically the effectiveness of the psychotherapeutic systems and criticisms levelled against each model;
- describe the combination of independent psychotherapeutic models into integrative and eclectic approaches.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight –50%

Psychology 3G	**PSY3GA3**	**NQF level: 7**	**NQF credits: 22**
(Cognitive Psychology)			

Content:

Thinking about thinking. Cognitive psychology takes a closer look at the science behind basic cognitive functions that we all use in our lives daily. For example, memory, perception, language, consciousness and attention. We investigate what needs to happen in the brain and at a cognitive level for these basic function to work effectively and the thinking behind the need for these functions. Linking science to practical application in day-to-day life.

Purpose:

The purpose of Cognitive Psychology 3A is to expose students to one of the most important and influential subdisciplines within Scientific Psychology, Cognitive Psychology, and to train them in the most important methodological approaches in investigating cognitive processes in human and non-human animals. Topics that will be discussed and studied include: Attentional and Perceptual Processes, Memory Systems, Representation and Organisation of Knowledge and Information, Language, Reasoning and Problem Solving, Cognitive Neuroscience and Artificial Intelligence.

Outcomes:

Upon completion of this module students should be able to:

- list and explicate the basic tenets of cognitive psychology and its underlying philosophy;
- explain the nature of research methods employed within cognitive psychological research using relevant examples of empirical research;
- describe the major subfields within cognitive psychology by defining and explaining key concepts within each of the module's units in both formal and formative assessments;
- demonstrate competence in the use of cognitive psychological theory within the larger psychological discipline;
- explain the relevance of cognitive psychological theory and apply it to real-world examples.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

HU. 41 RELIGION – Not appearing on Heda

Religion 1A (Currently not offered)	**REL1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Introduction to Religion and the historical development of Christianity and its impact on society.
Purpose:
The purpose of this module is to:
- introduce students to various ideas (theories) of what religion is and the scholarly ways of studying it;
- provide a brief overview of Christianity's founders, history, texts, teachings, rituals, spirituality and the role it played in shaping society.

Outcomes:
Upon completion of this module students should be able to:
- discuss some prominent thinkers and their theories on religion;
- demonstrate a basic knowledge of the most important scholarly approaches in the study of religion;
- appreciate the social and historical contexts of Christianity;
- demonstrate overview knowledge of the founders, texts, teachings, rituals, spirituality and diverse strands in Christianity;
- explain and critically evaluate Christianity's formative role in shaping society (politically, economically, ecologically and ethically);
- evaluate critically Christianity's contribution towards a better society (or otherwise).

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Religion 1B (Currently not offered)	**REL1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:

The origin, historical development of Judaism and Islam and their social impact.

Purpose:

The purpose of this module is to provide a brief overview of the founders, texts, teachings, rituals, spirituality and history of Judaism and Islam and their role in shaping society.

Outcomes:

Upon completion of this module students should be able to:

- appreciate the social and historical contexts of Judaism and Islam;
- provide overview knowledge of the founders, texts, teachings, rituals, spirituality and diverse strands in Judaism and Islam;
- explain Judaism and Islam's formative role in shaping society (politically, economically, ecologically and ethically);
- evaluate critically Judaism and Islam's contribution towards a better society (or otherwise).

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Religion 2A	**REL2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:

The origin, historical development of African Traditional Religion and some Eastern Religions and their social impact.

Purpose:

The purpose of this module is to provide a brief overview of the founders, texts, teachings, rituals, spirituality and history of African Traditional Religion and the Eastern Religions and their role in shaping society.

Outcomes:

Upon completion of this module students should be able to:

- appreciate the social and historical contexts of African Traditional Religion and Eastern Religions;
- demonstrate an overview knowledge of the founders, texts, teachings, rituals, spirituality and diverse strands in African Traditional Religion and the Eastern Religions;
- explain African Traditional Religion and the Eastern Religions' formative role in shaping society (politically, economically, ecologically and ethically)
- evaluate critically African Traditional Religion and the Eastern Religions' contribution towards a better society (or otherwise).

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Religion 2B	**REL2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:

Religion, Politics and Society

Purpose:

The purpose of this module is to provide insight into:

- The role that diverse religions have had in shaping the political and economic landscape of societies.
- The relationship between religion, conflict and reconciliation.
- The tensions between religion and secular society.

Outcomes:

Upon completion of this module students should be able to:

- explain the role of religion in constructing political systems, including advancing or restricting human rights;
- discuss diverse religious views on economic systems and whether these views advance or limit economic justice;
- demonstrate the complex nature of the tension between some forms of religions and of secularisms as these are manifested in some contemporary controversies;
- illustrate the ways in which religion functions as a means to both oppose and support, war and peace, and justice and injustice.

Calculation criteria:

Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Religion 3A	REL3AA3	NQF level: 7	NQF credits: 22

Content:

Religion, Gender and Sexuality

Purpose:

The purpose of this module is to introduce students to some of the major religions and their views and attitudes towards sex, sexuality and gender. These religions include African Traditional Religion, Eastern Religions, Judaism, Christianity and Islam.

Outcomes:

Upon completion of this module students should be able to:

- discuss the connection between sexuality, eroticism, embodiment and spirituality in diverse religious discourses and the impact it has on society;
- discuss the influence of patriarchy in religious beliefs, practices and symbols in the various religious traditions and how these may impact on the lives of women and other marginalised gendered or sexual groups;
- assess the gender − and usually male-centred − ideological constructs in African Traditional Religion, Eastern Religions, Judaism, Christianity and Islam and their implications for women;
- consider how gender critical reinterpretations of androcentric religious traditions may apply to various current controversies around gender, sex, sexual identity, worship and religious leadership.

Calculation criteria:

Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Religion 3B	REL3BB3	NQF level: 7	NQF credits: 22

Content:
Religion and Environmental Justice.
Purpose:
The purpose of this module is to:
- introduce the contributions of diverse religions to environmental justice;
- raise various religions' participation within premodern, modern, and postmodern worldviews and demonstrate how their views influence the religion versus science debate.

Outcomes:
Upon completion of this module students should be able to:
- discuss the views of diverse religions on environmental awareness through their eco-theologies;
- apply the eco-ethical insights of diverse religions towards eco-justice;
- discuss the relation of various religions to premodern, modern, and postmodern worldviews;
- explain the different discourses of religion and natural science in making sense of reality;
- appreciate the tension around and the partnership between religion and science in understanding the "how" and the "why" of the universe and how these have impacted the search of human beings to make sense of their earthly existence.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

HU. 42 SOCIAL WORK AND COMMUNITY DEVELOPMENT

Students must note that it is recommended that they have a driver's licence and are able to type. Students are responsible for their own transport when involved in practical assignments. Costs for excursions are partly covered by the University. Students must budget for transport costs, especially from their second year of study. All students must obtain a police clearance certificate at the start of their first year of study, as required by law, in order to do volunteer and internship work with children – failure to obtain the police clearance will result in the student being withdrawn from the internship programme. Registration as a student social worker with the SA Council for Social Work is compulsory at the start of their second year of study – failure to register will result in the student being deregistered from the internship programme.

Social Work 1A	**SCW1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
Section 1: Contemporary Social Problems and issues
Section 2: Developmental Social Welfare in South Africa
Purpose:
Section 1:
To develop an understanding of what a social problem is and how it manifests in society.
Section 2:
To enhance the student's ability to grasp the essence and spirit of social work and social welfare from a social development perspective. Contemporary social welfare issues will be linked to the realities that social workers address every day.
Outcomes:
Upon completion of this module students should be able to:

Section 1:

- define and understand complex definitions of a social problem;
- describe the dynamics of different macro level social problems;
- apply theoretical principles to the explanation of social problem dynamics;
- reach a conclusion regarding the multiple factors that play a role in social problems.

Section 2:

- know the history of social welfare;
- demonstrate an understanding of the key concepts and theories of social welfare;
- gain knowledge of social welfare in South Africa from a social development perspective;
- demonstrate knowledge, skills and values of community care and development in the local context;
- reflect on the contemporary challenges facing social development in South Africa.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 1B	SCW1BB1	NQF level: 6	NQF credits: 16

Content:

Sections 1&2: Introduction to Generalist Social Work Practice

Purpose:

Section1:

To introduce students to generalist social work practice through an exploration of the history, philosophical foundation, theoretical perspectives, professional roles and the skills repertoire of the profession of social work. This module will also lay the foundation for generalist social work practice, to be covered in more detail in the next term.

Section 2:

To lay the knowledge foundation for generalist social work practice.

Outcomes:

Upon completion of this module students should be able to:

Section 1:

- define and explain the concept “social work”;
- recognise the development of social work as a profession;
- discuss the impact of personal life experiences and personal values on social work practice;
- classify the relationship between the values and principles of the social work profession;
- understand the importance of the social worker-client relationship in working with the individual client and the use of the “Self”;
- understand communication strategies in social work;
- identify the social worker’s role and functions in protecting and promoting human rights in practice;
- structure an academic essay according to departmental standards.

Section 2:

- identify and describe a range of fields of social work practice;
- define and describe generalist social work skills at micro, meso- and macro levels;
- apply the planned change process to case examples at micro, meso- and macro levels;
- discuss key theories that guide social work practice and apply them to case examples;
- write an academic report that complies with departmental requirements.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 2A	SCW2AA2	NQF level: 7	NQF credits: 16

Content:
Section 1: Generalist Social Work Practice with Individuals
Section 2: Generalist Social Work Practice with Groups
Purpose:
Section 1:
To equip students with essential knowledge about the theories and processes of social work practice with individuals.
Section 2:
To introduce the student to the foundational knowledge, skills and values of generalist social work practice with groups.
Outcomes:
Upon completion of this module students should be able to:
Section 1
- conduct comprehensive social work assessments of individual clients;
- describe the theory behind and implement several practice models for social work with individual clients according to the planned change process;
- identify, understand and manage their own experiences of countertransference.

Section 2
- explain critically and evaluate the efficacy and contributions of social group work to social work practice;
- identify critically and discuss the theoretical foundation of social group work;
- demonstrate knowledge and skills of communicating within the group work processes;
- utilise the planned change process with social group work appropriately;
- describe critically and discuss the various phases of group development.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

SCW2BB2 - missing

Social Work 2D	SCW2DB2	NQF level: 7	NQF credits: 16

Content:
Section 1: Social Work with Diverse Client Populations
Section 2: Generalist Social Work Practice with Communities
Purpose:
Section 1:
To introduce the student to the foundational knowledge, skills and values of generalist social work practice with diverse client populations, who are also population groups that are at risk. The section will also facilitate the development of self-awareness in relation to issues of human diversity.

Section 2:

To develop intellectual competencies and practical skills in the analysis, interpretation and application of the planned change process of community work.

Outcomes:

Upon completion of this module students should be able to:

Section1:

- demonstrate knowledge and understanding of human diversity in the South African context;
- identify contributory factors to populations being at risk
- demonstrate an awareness of personal values and the importance of diversity-sensitive social work practice;
- develop critical self-awareness of personal dynamics related to working with diverse groups;
- describe key concepts, values and approaches relevant to social work practice with diverse client populations;
- describe and explain the approaches relevant to social work practice with diverse client populations;
- demonstrate knowledge and skills of anti-discriminatory practice in a local context.

Section 2:

- describe and evaluate critically various definitions of community and community work;
- explain how a community worker negotiates entry into a community and discuss;
- identify and discuss the various types of needs and approaches to needs assessment in community work;
- understand and outline the planning process;
- describe the methods of evaluation that can be used in community work;
- describe the tasks necessary to prepare the community for termination and follow-up.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 3A	SCW3AA3	NQF level: 7	NQF credits: 22

Content:

Section 1: Community Development Practice

Section 2: Statutory Services for Children and Families

Purpose:

Section 1:

Guided by participatory, people-centred theories students should be able to demonstrate an understanding of the facilitation of community development processes and principles in terms of various practice models and approaches to community development to address poverty, inequality and underdevelopment towards sustainable development.

Section 2:

To enhance the acquisition of knowledge and skills regarding the levels of service rendering to families and children in a South African context. A specific focus is placed on the statutory processes and the role and function of social workers in service rendering organisations.

Outcomes:

Upon completion of this module students should be able to:

Section 1:

- demonstrate at an advanced level an understanding of the complexity of poverty, inequality and underdevelopment as context for participatory development;

- demonstrate the ability to apply foundation theoretical frameworks suited for participatory people-centred development that provide a framework for understanding how to promote action to change conditions that affect people in a multi-cultural community context;
- demonstrate an understanding of the facilitation of the process of various practice models and approaches in community development.

Section 2:

- demonstrate social work knowledge about the levels of service delivery in South Africa;
- know the legislative mandate for service rendering to children and families in South Africa;
- develop competencies and practical skills in statutory processes pertaining to children and families;
- demonstrate an understanding of the roles and functions of the social worker within public service and private agencies rendering statutory services to children and families.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 3E	SCW3EA3	NQF level: 7	NQF credits: 22

Content:

Section 1: Assessment and Intervention with Various Client Systems
Section 2: Social Work with Families and Children

Purpose:

Section 1

To develop and enhance student knowledge and skills on social work assessment and intervention practices.

Section 2

To equip students with the knowledge and skills to assess and intervene with children and families within the South African context.

Outcomes:

Upon completion of this module students should be able to:

Section 1

- Identify, define and utilise different assessment techniques in social work practice;
- formulate an appropriate assessment product aligned with defined theoretical perspectives;
- identify, define and utilise different intervention techniques in social work practice, based on the assessment product.

Section 2

- explain critically the concepts of child and family within the South African context;
- identify the family life cycle and its relevance to the functioning of families;
- demonstrate competency with regard to the implementation of child and family assessment and intervention;
- identify children and families with the macro structures of society as outlined by the Social Development Framework.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%

Examination Mark Weight – 50%

Social Work 3H	SCW3HB3	NQF level: 7	NQF credits: 22

Content:
Section 1: Advanced Group Work Practice
Section 2: Ethical Social Work Practice
Purpose:
Section 1:
To develop in students advanced social work skills and knowledge on group processes and practices.
Section 2:
To highlight various paradigms and approaches to ethics and values in social work and focus on ethical dilemmas in social work practice.
Outcomes:
Upon completion of this module students should be able to:
Section 1:

- develop profiles of individual behaviour as well as understand group alliances and group patterned behaviours;
- understand group norms, values and cohesion;
- have a systems framework for assessing groups.

Section 2:

- discuss critically social work values that guide practice in the contexts of different value orientations as well as social work in South Africa;
- highlight different approaches to ethics;
- define principles of ethics and explore models for ethical decision making;
- identify the nature and dynamics of ethical dilemmas;
- describe various steps that a social worker could follow when addressing an ethical dilemma;
- discuss ethical dilemma resolution in generalist practice contexts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 3J	SCW3JB3	NQF level: 7	NQF credits: 22

Content:
Section 1: Health, Illness and Psychosocial Support
Section 2: Contemporary Social Development Issues
Purpose:
Section 1: To equip the generalist social worker with the competencies to promote health and mitigate the psychosocial effects of illness.
Section 2**:** To enhance student knowledge and skills on social development issues in the contemporary South African society, with emphasis on key themes that serve as a basis for the social development approach.
Outcomes:
Upon completion of this module students should be able to:
Section 1

- contextualise health issues within a social development paradigm;

- assess the reciprocal relationship between physical health and social health;
- design behaviour change interventions to promote health-seeking behaviours;
- facilitate bereavement and loss processes;
- develop interventions at micro, meso- and macro levels to address HIV and AIDS;
- appropriate personally principles for healthy living.

Section 2

- analyse critically the interrelationship between social and economic development in South Africa;
- identify the policy dimensions to social development;
- identify theoretical perspectives to the empowerment of the poor and marginalised groups in the context of social development;
- discuss critically productive employment in the context of social development;
- assess South Africa's poverty alleviation programmes;
- identify the role of the state, the private sector, NGOs and other role players in the context social development.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%
Is SCW4HB3 Missing?

Social Work 4A	**SCW4AA4**	**NQF level: 8**	**NQF credits: 12**

Title:
Assessment and Intervention in Selected Specialised Fields
Purpose:
To highlight theoretical perspectives, approaches and models that facilitate assessment and intervention in general and those specifically relating to violence and trauma; substance abuse; and well-being.
Outcomes:
Upon completion of this module students should be able to:

- define terms used in discussions of knowledge orientations;
- identify theoretical perspectives that underpin assessment and intervention;
- identify assessment and intervention strategies;
- describe selected specialised fields of violence and trauma; well-being; and substance abuse;
- highlight assessment and intervention in the selected specialised fields of violence and trauma; well-being; and substance abuse.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 4C	**SCW4CA4**	**NQF level: 8**	**NQF credits: 12**

Title:
Community Development Management
Purpose:
To demonstrate understanding of theories, principles and skills on management and leadership within the context of community development.

Outcomes:
Upon completion of this module students should be able to:
- demonstrate an understanding of management and leadership knowledge and skills appropriate for community practice;
- demonstrate an understanding of the establishment of community structures for sustainable development;
- demonstrate an understanding on theories and skills in terms of linking, networking and partnership for effective community practice;
- demonstrate an understanding of the role, functions and tasks of social work within the context of community economic development.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 4D	**SCW4DB4**	**NQF level: 8**	**NQF credits: 12**

Title:
Social Development Policy and Planning
Purpose:
To develop the student's knowledge and skills of macro social work practice from a social development perspective. The module will develop the student's understanding of the relationship between social, economic and political factors and its implications f or developmental welfare services. Skills in policy formulation, analysis and evaluation will be learnt including advocacy for social change at societal levels and in social service organisations.
Outcomes:
Upon completion of this module students should be able to:
- describe and appraise critically the rationale, purposes, concepts and theories of social policy and planning in a national and a changing global context;
- conduct an analysis of South African social policies and critically evaluate a selected policy;
- demonstrate knowledge of social planning models and skills in planning and programme design;
- demonstrate knowledge and skills in the evaluation, research and analysis of social development policies and programmes;
- formulate a social development programme to implement a national social welfare policy in a service setting.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 4H	**SCW4HB4**	**NQF level: 8**	**NQF credits: 12**

Title:
Management and Administration
Purpose:
To acquire introductory knowledge, skills and values regarding the management of human service organisations.
Outcomes:
Upon completion of this module students should be able to:

- demonstrate an understanding of the basic components of a human service organisation – governmental organisations, non-profit organisations (NPOs), non-governmental organisations (NGOs) and community-based organisations (CBOs) − and their environments;
- describe various approaches and theories to management and administration and their relevance to human service organisations in SouthAfrica;
- demonstrate an understanding of roles, functions, principles and characteristics of management and administration within social servicedelivery;
- distinguish between management and leadership and demonstrate the importance of leadership within HSOs;
- demonstrate an understanding in the formulation of a business plan;
- demonstrate an understanding of marketing and public relations in a human service organisation;
- demonstrate an understanding of human resources management within the context of a human service organisation as well as in a development project;
- explain the importance of diversity management in human service organisations as well as in development projects.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Social Work 4J	**SCW4J04**	**NQF level: 8**	**NQF credits: 24**

Title:
Social Work Research
Purpose:
To equip social work students with basic research knowledge and skills.
Outcomes:
Upon completion of this module students should be able to:

- understand the research process;
- have knowledge of research methodology;
- understand approaches to data analysis.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Social Work 4L	**SCW4LB4**	**NQF level: 8**	**NQF credits: 12**

Title:
Supervision in Social Work
Purpose:
To develop an appropriate theoretical knowledge base of supervision in social work and develop competence to operate in a social development perspective.
Outcomes:
Upon completion of this module students should be able to:

- identify and define the purpose and functions of supervision;
- demonstrate an understanding of various definitions of supervision;
- know and discuss the historical evolvement of supervision in social work;

- know the theoretical approaches and models that inform social work supervision;
- identify different skills and phases of supervision;
- conduct an educational assessment using appropriate tools;
- understand supervision within the South African context of Social Development;
- describe different areas in which supervisory skills can be applied.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

HU. 43 SOCIAL WORK INTERNSHIP

Social Work Internship is compulsory for Social Work and cannot be taken as an independent subject.

Social Work Internship 1	**INT1001**	**NQF level: 6**	**NQF credits: 32**

Title:
Personal Growth and Professional Development
Purpose:
The purpose of this module is for students to develop a stronger sense of personal and professional self.
Outcomes:
Upon completion of this module students should be able to:
- express themselves (their thoughts, feelings and experiences) in writing and in speaking;
- know themselves and be aware of themselves, their strengths and vulnerabilities;
- locate their own life narrative within the broader social issues of poverty, loss and gender;
- demonstrate insight into how the Self, including their life narrative, might impact on their helping relationships;
- function effectively and accountably within a social work agency;
- embody social work values and ethics in social work practice and student supervision, with a view to deepening their compassion for those living with poverty.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Social Work Internship 2	**INT2002**	**NQF level: 7**	**NQF credits: 32**

Title:
Micro (Individual and Family) and Meso- (Group) Social Work Practice
Purpose:
The purpose of this module is for students to develop a beginning competence in working directly with individuals and groups.
Outcomes:
Upon completion of this module students should be able to:

- demonstrate skills in establishing empathic relationships with individuals and groups;
- demonstrate a beginning competence in professional social work practice through the six phases of the planned change process;
- function effectively and accountably within a social work agency;
- demonstrate willingness and beginning capability to self-reflect critically and begin embedding a critically self-reflective process in human service endeavours;
- demonstrate a beginning ability to integrate learning from different sources (such as own experiences, theory, classroom activities, fieldwork and supervision) into a developing professional-self;
- embody social work values and ethics in social work practice and student supervision.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%

Full Period Mark Weight – 100%

Examination Mark Weight – 0%

Social Work Internship 3	**INT3003**	**NQF level: 7**	**NQF credits: 32**

Title:

Micro (Individual and Family) and Macro (Community, with Action Group) Social Work Practice

Purpose:

The purpose of this module is to develop *intermediate* competence in working directly with individuals and groups. In addition, students will develop a conscious ability to enter a community, and dialogue with, dream about and co-create life-giving opportunities with community members.

Outcomes:

Upon completion of this module students should be able to:

- demonstrate skills in creating and deepening working alliances with communities, groups and individuals;
- demonstrate intermediate competence in professional social work practice through the six phases of the planned change process;
- function effectively and accountably within a social work agency;
- demonstrate intermediate competence in critical self-reflection and continue weaving a critical self-reflective process in human service endeavours;
- demonstrate an intermediate ability to integrate learning from different sources (such as own experiences, theory, classroom activities, fieldwork and supervision) into a developing professional self;
- embody social work values and ethics in social work practice and student supervision, with a view to deepening their compassion for those living with poverty.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%

Full Period Mark Weight – 100%

Examination Mark Weight – 0%

Social Work Internship 4	**INT4004**	**NQF level: 8**	**NQF credits: 32**

Title:

Integrated Professional Social Work Practice

Notes:

- This is a year module, but compulsory assessments are conducted in May and October.
- Students are required to attend a compulsory three-day orientation programme, usually held in the last week of January.
- Students are encouraged to secure their service learning agencies and contracts by mid-January, prior to the orientation programme.
- A student shall not be allowed into the INT4004 programme if he/she has not successfully completed INT3003.
- All students are to attend prescribed Internship Classes at the University.
- If any student wilfully discontinues or is prematurely discontinued from any service learning contract, he/she will be required to repeat INT4004 the following year.

Purpose:

To apply the generalist practice model at the micro, meso- and macro levels. To complete a minimum of 512 hours (three full days per week as designated by the University) of field practice learning within a service learning environment and/or at a recognised social work agency setting, and simultaneously demonstrating his/her acquired social work skills, knowledge, values and principles.

Outcomes:

Upon completion of this module students should be able to:

- develop and maintain professional social work relationships with client systems;
- assess client systems' social functioning;
- plan and implement appropriate social work intervention strategies and techniques at micro, meso- and macro levels;
- produce and maintain records of social work interventions, processes and outcomes;
- appraise and implement the ethical principles and values of social work within a context of human diversity;
- work effectively with social workers and members of intersectoral and multi- and/or interdisciplinary teams in social service delivery;
- demonstrate the ability to use supervision constructively in their role as a student;
- evaluate the outcomes of social work interventions and processes.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

HU. 44 SOCIOLOGY

All the undergraduate modules are semester modules.
Sociology 1A and 1B are prerequisite modules for semester modules 3A and 3B.

Sociology 1A: The Individual and Society	**SOC1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:

An examination of individuals in society: the sociological imagination, social institutions (e.g. family, workplace and religion) and social challenges (e.g. crime and deviance).

Purpose:

To provide an introduction to sociological concepts and develop an understanding of basic theoretical frameworks that shape the relationship between the individual and society.

Outcomes:

Upon completion of this module students should be able to:
- define basic concepts;
- describe theories relating to key themes;
- apply theoretical frameworks and concepts to own experience;
- understand and avoid plagiarism;
- demonstrate an ability to use the library.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Sociology 1B: The Dynamics of Social Divisions	**SOC1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
An exploration of social divisions and their dynamics as manifested in, for example, race, class, gender and power relations
Purpose:
To introduce the student to key concepts related to social divisions and develop a substantive understanding of their theoretical underpinnings.
Outcomes:
Upon completion of this module students should be able to:
- define basic concepts such as race, class, gender, poverty, etc.;
- describe theories relating to key themes;
- apply theoretical frameworks and concepts to own experience;
- understand and avoid plagiarism;
- demonstrate an ability to use the library.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%

Full Period Mark Weight – 100%
Examination Mark Weight –0%

Sociology 2A: Social Relations	**SOC2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:
Group dynamics and conflict studies
Purpose:

This module explores the dynamics between individuals and how group situations may result in social conflicts at a broad level.
Outcomes:
Upon completion of this module students should be able to:
- discuss and analyse central themes relating to interactive dynamics between individuals in groups;
- discuss and explain social conflicts;
- apply insights to real-life situations and other examples;
- explain these phenomena theoretically.

Calculation criteria:

Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Sociology 2B: Clinical Sociology	**SOC2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:
Module 1: Principles and practices of clinical sociology
Module 2: Population dynamics
Purpose:
The first part of the module entails a critical review of the conceptual frameworks, models, theories and methods of intervention.
The second part of the module focuses on an introduction to demography and two specific areas of application/intervention – HIV/AIDS and migration.
Outcomes:
Upon completion of this module students should be able to:
- discuss and analyse central themes relating to clinical sociology;
- discuss and analyse central themes relating to population dynamics;
- apply insights to real-life situations and other examples;
- explain these phenomena theoretically.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Sociology 3A: Sociology at Work	**SOC3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:
Paper 1: The nature of the workplace and workplace issues; researching sociological issues
Paper 2: Design and execution of research project
Purpose:
To provide an in-depth exploration of the nature of the workplace and workplace issues; practically apply understanding of social concepts to research investigation; provide students with practical skills with regard to the conduct of qualitative research.
Outcomes:
Upon completion of this module students should be able to:
- conceptualise, conduct and report on qualitative research;
- discuss critically and reflect workplace issues within a theoretical framework.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – ~~40%~~
0Full Period Mark Weight – 100%
Examination Mark Weight –0%

Sociology 3B: Sociological Theory	**SOC3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:
Paper 1: Classical and contemporary sociological theory, including theory related to globalisation
Paper 2: Finalisation of research project and research report
Purpose:
To explore classical and contemporary sociological perspectives and arguments on globalisation; finalisation of research report.
Outcomes:
Upon completion of this module students should be able to:
- discuss critically and explain classical and contemporary theory and theories of globalisation;
- conceptualise, conduct and report on qualitative research.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

HU. 45 STRATEGIC COMMUNICATION

Strategic Communication 1A: Strategic Communication as a discipline	**SCO1AA1**	**NQF level: 6**	**NQF credits: 16**

Content:
This module introduces students to the field of strategic communication, including the basic theoretical approaches that will enable them to conceptualise strategic communication. Students are also introduced to other fields that have contributed to the development of strategic communication as a discipline and also to the underlying assumptions. The various strategic communication professional roles are explored and students are familiarised with different worldviews and approaches to knowing and understanding the PR professions community of practice.
Purpose:
The purpose of this module is to introduce the discipline of strategic communication and its underlying assumptions.
Outcomes:
Upon completion of this module students should be able to:
- explore the different ways of 'knowing';
- explore the shifts in thinking about strategic communication;
- identify the drivers of strategic communication;
- discuss the assumptions that underlie strategic communication practice;
- reflect on their own role and purpose as strategic communicators;
- write a reflective report.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Strategic Communication 1B: Communities of Strategic Communication Practice	**SCO1BB1**	**NQF level: 6**	**NQF credits: 16**

Content:
This module introduces the student to the concept of communication convergence within the context of the African media landscape and the South African socio-political media context. Students are introduced to current and new contexts and communities of strategic communication practice, as well as key trends that influence practice. Students are introduced to a variety of theoretical perspectives that inform the identification key consumer trends, and how these are shaped by the Fourth Industrial Revolution. This module also encourages students to reflect on the implications of these trends for 21st century strategic communication practice. Students are also introduced to how research can be used to understand various contexts of practice, and how research informs the understanding and use of strategic communication.
Purpose:
The purpose of this module is to introduce students to the African media landscape and to identify the social-political challenges to strategic communication practice within the context of the Fourth Industrial Revolution.
Outcomes:
Upon completion of this module students should be able to:
- describe the South African media landscape and the socio-political context;
- explain different theoretical perspectives that can be used to study this landscape;
- identify and describe the implications of the Fourth Industrial Revolution for the South African media landscape;
- discuss how the Fourth Industrial Revolution shapes key consumer trends;
- identify and apply the most relevant research methods to inform strategic communication practice;
- be familiar with the process of reflection and how this can be used to inform strategic communication decision making.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Strategic Communication 2A: Stakeholder engagement	**SCO2AA2**	**NQF level: 7**	**NQF credits: 16**

Content:

This module introduces students to the concept of stakeholders and the key shifts that have occurred in recent years, including a shift from stakeholder management to stakeholder engagement. Different models for stakeholder mapping are introduced to enable the identification and application of the most effective communication strategies, including virtual stakeholder engagement. It also looks at organisational contexts and dynamics with a focus on employee engagement and organisational change. Students are introduced to the research that has to be conducted to inform this field on an ongoing basis and to remain informed on power shifts resulting from the collaborative turn.
Purpose:

The purpose of this module is to introduce students to the concept of stakeholders and to increase students' knowledge of the most recent shifts in stakeholder theorising that is conducive to effective stakeholder communication.

Outcomes:

Upon completion of this module students should be able to:

- define key stakeholder concepts;
- discuss the shift from stakeholder management to stakeholder engagement;
- explain the difference between organisation focused and issue focused stakeholder engagement;
- distinguish among different organisational contexts that influence stakeholder engagement;
- conduct relevant research to inform the field and discipline.

Calculation criteria:

Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Strategic Communication 2B: Employee engagement	**SCO2BB2**	**NQF level: 7**	**NQF credits: 16**

Content:

This module will develop and enhance the students' understanding of the role of internal communication in enhancing strategic employee engagement. Selected theories dealing with important concepts such as employee value proposition, trust, diversity organisational inclusion, leadership, organisational culture and organisational change will be discussed to contextualise communication in the workplace. The module incorporates development of practical skills related to the ability to develop and design communication initiatives that have strategic value in the context of communicating with the internal stakeholders.

Purpose:

The purpose of this module is to expose the student to contemporary approaches to the use of internal communication for strategic employee engagement. The module will provide insights into the complex nature of employer-employee relationships.

Outcomes:

Upon completion of this module students should be able to:

- demonstrate understanding of the nature and functions of internal communication;
- discuss the key concepts and theories crucial to enhancement of employee engagement;
- discuss the differences and strategic uses of employer branding, employee branding and internal branding;
- demonstrate the practical ability to develop strategic communication initiatives for employee engagement;
- demonstrate an understanding of the complexity of the business and organisational environment in which brands and organisations communicate with internal stakeholders.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Strategic Communication 2C: Brand communication	SC02CA2	NQF level: 7	NQF credits: 16

Content:
This module introduces students to branding and brand concepts with the purpose of understanding how to manage brands and brand risks. The content introduces the student to brand and brand communication, and the processes of creating brand perceptions, establishing brand meaning, purposeful brand engagement, creating purposeful brand experiences, idea generation and crafting of innovative brand-business solutions. It also investigates the role of the brand custodian as strategic communication specialist and the skills required to create iconic brands. Related concepts such as brand crisis and failures are explored to equip students with the critical skills required for brand image repair and brand apologies. Concepts pertaining to organisational change and social change are explored within the framework of brand activism. Research forms a key component of this module and relevant methodologies are introduced and applied. Students are also introduced to concepts such as generational theory and brand touchpoints.
Purpose:
This module introduces students to brand concepts with the purpose of managing them and their reputations.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate an understanding of the concepts of brand and branding;
- discuss the various brand concepts and managing brand risks;
- describe the effects of brand crisis and failure;
- describe how brand risk can influence brand value;
- explain the role of brand activism in building brands;
- demonstrate an understanding of branding and brand communication as a means of engaging consumers and other stakeholders and their use to build a brand in an integrated and strategic manner;
- conducting brand research*;*
- understand generational theory and the importance of brand touchpoints

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Strategic Communication 2D: Digital communication	SC02DB2	NQF level: 7	NQF credits: 16

Content:

The content of this module is aimed at providing a theoretical understanding and developing the practical ability in the strategic use of digital communication, and how this relates to the disciplinary field of strategic communication. The module offers an overview of how the Fourth Industrial Revolution (digital economy) is changing the strategic communication landscape. It will demonstrate how digital communication adds value to different types of organisations and businesses. Based on current digital trends, students are equipped to formulate a data-driven digital strategy using relevant platforms such as social media, mobiles, apps, websites and videos to engage various stakeholders.
Purpose:
To provide a sound understanding of digital communication, and its relationship to Strategic Communication.

Outcomes:
Upon completion of this module students should be able to:
- classify the different digital platforms that impact strategic communication;
- explain the current digital trends influencing strategic communication;
- discuss how the Fourth Industrial Revolution is changing the landscape of strategic communication;
- demonstrate an understanding of the strategic use of analytics in digital communication;
- formulate a digital communication campaign based on a brief provided.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Strategic Communication 3A: Strategic insights	**SCO3AA3**	**NQF level: 7**	**NQF credits: 22**

Content:
The content of this module introduces students to the latest theorising on strategic thinking, the difference between modern and postmodern thinking, and the value of multi-paradigmatic thinking. Emphasis is placed on the generation of insights, and the research topics and methods that are required to remain relevant in dynamic contexts of practice. Related concepts such as big data, strategic positioning and scenario planning are introduced to broaden the understanding of strategy. Reflection is introduced as a strategic process that develops students' evaluation skills within a context that conceptualises strategy as emergent (compulsory for Strategic Communication major).

Purpose:
The purpose of this module is to build on students' knowledge of strategic communication by introducing them to the most recent concepts from a multi-paradigmatic perspective.

Outcomes:
Upon completion of this module students should be able to:
- discuss and apply the most recent strategic communication theories;
- distinguish between modern and postmodern worldviews and approaches;
- generate insights from industry media, trends and events;
- conduct relevant research to remain relevant in a dynamic industry;
- unpack the concepts of big data, strategic positioning and scenario planning;
- evaluate and reflect critically on strategic communication issues and events.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Strategic Communication 3B: Sustainability leadership	**SCO3BB3**	**NQF level: 7**	**NQF credits: 22**

Content:
This module explores the concept of purpose-led organisations and provides an understanding of how leadership, sustainability and shared value creation is accomplished within communicatively constituted organisations through the processes of sense giving and sense making. This module will develop and enhance the students' understanding of how purpose-led organisations can shape and transform social realities and drive social

change. Ethics and accountability are explored within the context of social responsiveness, civic communication and activism (compulsory for Strategic Communication major).

Purpose:

The purpose of this module is to enhance the students' knowledge and understanding of a purpose-led organisation, and how it is communicatively constituted through processes of sense giving and sense making to transform social realities and drive social change.

Outcomes:

Upon completion of this module students should be able to:

- explain what a purpose-led organisation is;
- understand sustainability and the role of shared value creation in purpose-led organisations;
- explain the role of sense giving and sense making in communicatively constituted organisations
- reflect on how purpose-led organisations can shape and transform social realities to accomplish social change;
- reflect on the role of research and mindfulness in facilitating social change in society;
- discuss the role of ethics and integrated reporting in organisational accountability;
- discuss the relevance of social responsiveness, civic communication and activism in social change.

Calculation criteria:

- Minimum Full Period Mark for Examination Admission –0%
- Full Period Mark Weight – 100%
- Examination Mark Weight –0%

Strategic Communication 3C: Campaign Development	**SCO3CA3**	**NQF level: 7**	**NQF credits: 22**

Content:

This module uses a project-based approach to consolidate and further develop contextual strategic communication skills within various strategic communication contexts and communities of practice, for example, government, not-for-profit organisations, communities and small, medium or big business. This module incorporates real-life complex strategic communication problems that students must resolve through the use of industry relevant skills such as strategic and critical thinking, creative conceptualisation, branding, writing, problem solving, teamwork and transdisciplinary collaboration. It employs authentic client briefs, industry collaboration, and applied research to identify and provide solutions to selected social and/or business problems strategically. This project-based approach incorporates a collaborative learning process that offers students an authentic team-based learning experience.

Purpose:

To develop and consolidate contextual strategic communication skills for the execution and implementation of a communication strategy.

Outcomes:

Upon completion of this module students should be able to:

- demonstrate a strategic ability to design and conduct applied research to solve a problem;
- use applied research to formulate strategic purpose, strategically map or identify stakeholders or audiences and to formulate an appropriate communication strategy;
- create relevant messaging, and strategic content that resonates with the identified audiences;

- select appropriate communication platforms for a communication strategy;
- demonstrate the ability to identify and apply appropriate strategic communication measures;
- demonstrate the ability to present strategic communication solutions in a professional manner.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Strategic Communication 3D: Content creation and storytelling	**SCO3DB3**	**NQF level: 7**	**NQF credits: 22**

Content:
This module introduces students to the concept of strategic brand narrative by critically reflecting on the difference between narrative and story, and processes of creation and co-creation. It explores the notion that narrative cuts across genre, substance, form, culture, class, gender, history, disciplines and theories. Brand narrative and its strategic use will be explained in order to provide an understanding of how emotional and logical touchpoints allow for sense making through brand storytelling. The relevance of story structure on emotion, narrative transportation and persuasion will be considered in relation to relevant brand case studies.
Purpose:
To analyse strategic brand narrative and the social codes that influence the creation and co-creation of content that support the strategic brand narrative.
Outcomes:
Upon completion of this module students should be able to:
- discuss critically the processes that allow for co-creation;
- explore how social coding influences the reading of brand narratives;
- discuss different methodologies in creating strategic brand narratives;
- explore the creation of strategic brand narratives;
- create content that supports the strategic brand narrative.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

HU. 46 SUBJECT CONTENT FOR DIPLOMA

Media 1A	**MED1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Introduction to media
- Basic media relations
- News values
- Stakeholders and changing societal trends
- The traditional and digital media landscape

Purpose:
To equip the student to analyse the use of traditional and digital media in public relations

critically.
Outcomes:
Upon completion of this module students should be able to:
- describe the relationship between the public relations practitioner and the various media platforms;
- explain the traditional media landscape;
- understand traditional news values and how they impact public relations;
- describe the importance of media regulation for the public relations practitioner;
- recognise the importance of media ethics for public relations;
- describe the new media landscape;
- demonstrate an understanding of the concept of the new consumers.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Media 1B	**MED1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Writing and editing for traditional and digital media platforms
- Design and layout for traditional digital media platforms
- Content management for traditional and digital media platforms

Purpose:
To equip students to write and produce media content for traditional and digital media platforms.
Outcomes:
Upon completion of this module students should be able to:
- write and produce media content for traditional and digital media platforms.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – ~~40%~~
0Full Period Mark Weight – ~~50%~~ 100
Examination Mark Weight – ~~50%~~ 0

Media 2A	**MED2AA2**	**NQF level: 5**	**NQF credits: 16**

Content:
- Contemporary media theories
- Media relations
- Media design and production

Purpose:

- To equip the student to produce media and manage media relations

Outcomes:
Upon completion of this module students should be able to:
- discuss contemporary media theories;
- compile a media kit;
- organise a media conference;
- conduct successful media interviews.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%

Full Period Mark Weight – 100%
Examination Mark Weight –0%

Media 2B	MED2BB2	NQF level: 5	NQF credits: 16

Content:
- Marketing PR
- Comparison of different media platforms
- Media evaluation and research tools
- Development of a PR media plan

Purpose:
To equip the student with the media knowledge to select appropriate Marketing PR platforms.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate an understanding of the principles of Marketing PR and compile an appropriate Marketing PR plan;
- evaluate and select suitable media platforms for specific communication purposes;
- understand the advantages and disadvantages of the various communication platforms;
- understand how to use various media evaluation and research tools.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Media 3A	MED3AA3	NQF level: 6	NQF credits:16

Content:
- Media regulations
- Media ethics
- Media governance
- Statutory governance
- Shifts in media ownership and control
- Disintermediation

Purpose:
To provide the student with an understanding of the regulatory context and its impact on media governance.
Outcomes:
Upon completion of this module students should be able to:
- understand the regulatory environment for managing media;
- understand the principles of good governance as it applies to media relations;
- demonstrate ethical conduct in media engagement;
- demonstrate an understanding of the relevance of ethical behaviour in media practice;
- understand the shifts in control that characterise new media contexts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Professional Practice 1	PPR1001	NQF level: 5	NQF credits: 32

Content:
- Understanding what is required for professional competence in the Public Relations role
  - Knowledge component
  - Skills component
  - Attitude component
- Public Relations roles
- Professional competence
- Professional credibility

Purpose:
To develop the student as a credible professional public relations practitioner.
Outcomes:
Upon completion of this module students should be able to:
- understand what constitutes professional conduct;
- understand how to establish professional credibility;
- explain various public relations roles;
- set and attain professional goals;
- develop interpersonal skills;
- manage their own professional conduct.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Professional Practice 2	PPR2002	NQF level: 5	NQF credits: 32

Content:
- Communication in developing contexts
- Development of Public Relations skills through stakeholder engagement
- Stakeholder engagement activities
- Active citizenship
- Community projects
- Community research
- Project Management

Purpose:
To equip the student to engage in dialogue with stakeholder communities in the execution of Public Relations activities or programmes.
Outcomes:

Upon completion of this module students should be able to:
- demonstrate the ability to engage with stakeholder communities;
- demonstrate the ability to foster dialogue between professional agencies and communities;
- demonstrate the ability to gain an understanding of stakeholder communities needs through research;
- translate research findings into feasible community solutions;

- understand sustainable PR practice.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Professional Practice 3	**PPR3003**	**NQF level: 6**	**NQF credits: 40**

Content:
- Professional exposure in a work context

Purpose:
To equip the student to demonstrate professional competence in business contexts.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate credible Public Relations practice in work contexts;
- demonstrate work readiness in a professional work environment.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Public Relations 1A	**PRL1AA1**	**NQF level: 5**	**NQF credits:** 16

Content:
- Define key concepts in Public Relations
- History and development of Public Relations
- Current approaches to Public Relations

Purpose:
To introduce the student to the principles and practice of Public Relations.
Outcomes:
Upon completion of this module students should be able to:
- understand the concepts in the broader field of Communication Management;
- explain how Public Relations has evolved as a result of shifts in Public Relations approaches;
- understand the current approaches and their challenges.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Public Relations 1B	**PRL1BB1**	**NQF level: 5**	**NQF credits:**16

Content:
- A systems approach to Public Relations practice
- Socio-cultural, political, economical, technological and global contexts of practice

Purpose:
- To provide the student with an understanding of the environmental contexts in which Public Relations is practised.

Outcomes:
Upon completion of this module students should be able to:
- understand systems thinking within the context of Public Relations practice;
- understand the impact of the different environmental contexts on the practice of Public Relations;
- identify the impact of trends on professional Public Relations practice.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Public Relations 2A	**PRL2AA2**	**NQF level: 5**	**NQF credits:**16

Content:
- Public Relations research
- Translating research findings into Public Relations strategies
- Developing and executing a Public Relationsstrategy
- Monitoring and evaluating a Public Relationsstrategy

Purpose:
To equip the student to plan and execute a Public Relations strategy.

Outcomes:
Upon completion of this module students should be able to:
- demonstrate the ability to undertake Public Relations research;
- demonstrate the ability to translate research findings into relevant Public Relations strategies;
- demonstrate the ability to plan and execute a Public Relations strategy;
- demonstrate the ability to evaluate the success of a Public Relations strategy.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Public Relations 2B	**PRL2BB2**	**NQF level: 5**	**NQF credits:**16

Content:
- Corporate branding
- Public opinion
- Issues management
- Reputation management
- Crisis management
- Internal branding
    - Employee branding
    - Employment branding
    - Employee engagement

Purpose:
To provide the student with an understanding of the process and importance of Corporate Branding.

Outcomes:
Upon completion of this module students should be able to:
- demonstrate an understanding of the concepts related to Corporate Branding;
- discuss the importance of Corporate Branding;
- explain the role of Corporate Branding;
- discuss how Corporate Branding impacts internal and external stakeholders.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Public Relations 3A	**PRL3AA3**	**NQF level: 6**	**NQF credits:**16

Content:
- Stakeholder engagement
- Reflective paradigm
- Stakeholder theory
- Corporate social responsiveness
- Sustainable Public Relations practice
- Public Relations in developing contexts

Purpose:
To provide the student with an understanding of what constitutes sustainable Public Relations in developing contexts.

Outcomes:
Upon completion of this module students should be able to:
- demonstrate how a reflective paradigm influences Public Relations practice;
- explain what constitutes sustainable Public Relations practice;
- apply the principles of stakeholder theory to Public Relations practice;
- demonstrate the shift from Corporate Social Responsibility to Corporate Social Responsiveness;
- apply sustainable Public Relations practice to developing contexts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Public Relations 3B	**PRL3BA3**	**NQF level: 6**	**NQF credits: 16**

Content:
- Global Public Relations practices
- Professional practice in various global contexts
- Intercultural communication theories
- Multi-national communication strategies
- Public Relations practice in an African context

Purpose:
To introduce the student to professional communication practice in global contexts.

Outcomes:

Upon completion of this module students should be able to:
- demonstrate an understanding of global Public Relations Practices;
- explain how Public Relations is practised in different global contexts;
- demonstrate what constitutes best practice in global Public Relations;
- demonstrate the ability to apply the principles of Public Relations in intercultural communication contexts;
- explain the role of the Public Relations practitioner in multinational business contexts;
- demonstrate an understanding of Public Relations practice within an African context.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Communication Management 1A	**COM1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Nature of an organisation
- Organisational functions
- Organisation structures
- The nature of organisation – environment relationship

Purpose:
To introduce the student to the concept of what an organisation is, and how it functions.
Outcomes:
Upon completion of this module students should be able to:
- explain what an organisation is;
- discuss what organisation structures are;
- discuss various organisational functions;
- discuss the different elements of the business environment;
- explain the organisation-environment relationship.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Communication Management 1B	**COM1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
Levels of communication in organisations:
- Intra-personal communication
- Interpersonal communication
- Group communication
- Intercultural communication
- Scope of organisational communication

Purpose:
To introduce the student to the levels and scope of communication processes in organisations.
Outcomes:

Upon completion of this module students should be able to:
- distinguish between the different levels of communication in the organisation;
- discuss the characteristics of each level of communication;
- explain the process of organisational communication.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Communication Management 2A	**COM2AA2**	**NQF level: 5**	**NQF credits: 16**

Content:
- Functions of organisational communication
- Communication structures
- Communication flow
- Communication culture and climate
- Network organisations

Purpose:
To introduce the student to principles of communication management.

Outcomes:
Upon completion of this module students should be able to:
- distinguish between the various functions of organisational communication;
- describe the different communication structures in organisations;
- explain the flow of communication in organisations;
- explain how communication influences perceptions and communication satisfaction;
- discuss how communication differs in network organisations.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Communication Management 2B	**COM2BB2**	**NQF level: 5**	**NQF credits: 16**

Content:
- Theories of organisational communication
- Implications for communication management
- Decision making
- Conflict resolution

Purpose: To provide the student with an understanding of the implications of various organisational communication approaches for managing communication.

Outcomes:
Upon completion of this module students should be able to:
- explain the implications of different theories of organisational communication;
- discuss the process of decision making;
- apply conflict resolution skills.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%

Full Period Mark Weight – 100%
Examination Mark Weight –0%

Communication Management 3A	**COM3AA3**	**NQF level: 6**	**NQF credits: 16**

Content:
- People management
- Leadership and communication
- Change management

Purpose:
To provide the student with an understanding of various leadership and communication styles for managing people and organisational change.

Outcomes:
Upon completion of this module students should be able to:
- identify various leadership styles;
- understand organisational change;
- apply various management skills communicating change in organisations;
- understand how leadership communication affects people management practices.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Communication Management 3B	**COM3BA3**	**NQF level: 6**	**NQF credits: 16**

Content:
- Managing PR in different business contexts
- New professional contexts
- Agency management
- Understanding business processes
- PR practitioner as entrepreneur

Purpose:
To develop students' ability to manage Public Relations in various professional business contexts.

Outcomes:
Upon completion of this module students should be able to:
- understand the business of PR;
- select a future work context;
- manage a PR Agency;
- demonstrate entrepreneurial skills;
- demonstrate knowledge of industry contexts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

HU. 47 SUBJECT CONTENT FOR EXTENDED DEGREE MODULES

Module type	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
[F] – Full Foundational [A] – Augmenting					
F	Business Communication B	CBSEXB1	N/A –This is a full foundational module	6	16

Content:
This module is foundational in nature and aims to develop students' understanding of the theory of communication, the role of culture and the language of persuasion. This module further develops students' skills in report writing, job interviewing, memorandum writing, CV writing, meeting procedures and oral presentation to help them not only to succeed in their studies but also to prepare them for the world of work.
Purpose:
Prepare students for the world of work where interpersonal relationships form the foundation of the business environment. Give them the necessary skills and knowledge of interviews
Outcomes:
Upon completion of this module students should be able to:

- use the communication theory to identify needs and enhance interpersonal relationships in any situation;
- identify cultural barriers to effective communication;
- find solutions to overcome cultural barriers;
- demonstrate skill in preparing and delivering a formal oral presentation;
- write formal reports;
- conduct themselves professionally at an interview;
- draw up a competent cv;
- write various business letters;
- write a memorandum;
- write the notice, agenda and minutes of a meeting;
- distinguish between different types of meeting.

Calculation criteria:
Minimum Full Period Mark forExamination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Meets foundational criteria:
The content of this module is foundational in nature and is designed to enhance students' communication skills. This module assists in the development of communications skills to ensure that students succeed in their studies.

In addition to the lecture slots, students attend small group tutorials. In these tutorials, students get the opportunity to apply the theoretical communication theories and concepts that they have been exposed to in lectures. Tutorials provide students with additional support to enhance their understanding of key concepts and ideas of business communication. Students get the opportunity to develop their communication skills during tutorials and they receive advice and support regarding preparation for assignments, discussions about planning their studies and assistance in preparation for exams. Tutorials count 10% of the

term mark, which is built on each week as student attends tutorials.

Module type	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
[F] – Full Foundational [A] – Augmenting					
A	Development Studies 1A	DEVEXA1	DEV1AA1	6	16

Content:
Introduction to the development field
Poverty, inequality and injustice

Purpose:
To introduce the student to the development field and investigate the nature and dimensions of development problems that poor states/communities experience.
Outcomes:
Upon completion of this module students should be able to:

- recognise, compare and contrast the processes of development, poverty and inequality in poor states/communities;
- identify the most appropriate indicators to measure development, poverty and inequality;
- identify, describe and analyse the different development problems at various levels and dimensions, and link these in a holistic manner;
- search for sources in a library and present bibliographical detail correctly;
- communicate own ideas in small groups;
- be sensitive for diverse perceptions and experiences concerning development problems;
- show respect for different interpretations and values, and be reflexive about own attitudes and values;
- start to take responsibility for self-learning;
- describe and characterise the processes of poverty and inequality in terms of the nature and dimensions thereof;
- show insight into the diverse experiences of people living in poverty and identify the forms of inequality in societies;
- examine the link between poverty and inequality;
- identify the most appropriate measurements for poverty and inequality in different contexts and for different purposes;
- diagnose the complex nature of poverty and inequality;
- argue logically, both orally and in written form, concerning views on contemporary issues with regard to poverty and inequality;
- demonstrate critical and creative reading;
- demonstrate insight and empathy towards the life reality of poor people.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Meets foundational criteria:
The course content of the augmenting module corresponds with the content covered in the regular module. Augmenting modules provide extra teaching input per week, in the form of

additional lecture slots. In these lectures students receive additional pedagogic enrichment, foundational support and more time on task to enhance their understanding of key concepts and ideas.

In addition to the augmenting lecture slot, extended students attend tutorials separate from the regular tutorials. In these dedicated tutorial slots students receive explicit support around the regular content. Students also receive advice about preparation for assignments, discussions about planning their studies and help in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type [F] – Full Foundational [A] – Augmenting	**Module name**	**Module code**	**Corresponding regular module code**	**NQF level: 6**	**NQF credits: 16**
A	Development Studies 1B	DEVEXB1	DEV1BB1	6	16

Content:
Development policy and practice
Purpose:
The module introduces policy and practice of development.
Outcomes:
Upon completion of this module students should be able to:
- discuss and criticise different development strategies;
- discuss critically the role of the state in development;
- discuss critically the role of economy growth in development;
- discuss critically the role of civil society in development;
- explain and understand sustainable development;
- understand gender and development;
- discuss current ethical issues and their implications for development;
- defend an ethical viewpoint on development.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Meets foundational criteria:
The course content of the augmenting module corresponds with the content covered in the regular module. Augmenting modules provide extra teaching input per week, in the form of additional lecture slots. In these lectures students receive additional pedagogic enrichment, foundational support and more time on task to enhance their understanding of key concepts and ideas.

In addition to the augmenting lecture slot, extended students attend tutorials separate from the regular tutorials. In these dedicated tutorial slots students receive explicit support around the regular content. Students also receive advice about preparation for assignments, discussions about planning their studies and help in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type [F] – Full Foundational [A] – Augmenting	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
F	English 1C	ENGEXC1	N/A –This is a fully foundational module	6	16

Content:

- This module is foundational in nature and aims to develop academic style, register and genre, topic statements and paragraphing, summarizing and paraphrasing, referencing and plagiarism, dictionary work and interpretative strategies, basic analytical skill and visual literacy that students need, thereby facilitating learning and enabling them to succeed in their studies.

Purpose:

To introduce students to the conventions and disciplines of academic writing, and to develop their reading, writing and thinking skills.

Outcomes:

Upon completion of this module students should be able to:

- write a paragraph;
- summarise and paraphrase
- write academically.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Meets foundational criteria:

The course content of this module is foundational in nature and is designed to enhance students' understanding of English in an academic context. This module assists in the development of English language skills, academic literacies and academic writing to ensure that students succeed in their studies.

In addition to the lecture slots, students attend small group tutorials. In these tutorials, students get the opportunity to apply the theoretical concepts that they have been exposed to in lectures. Tutorials provide students with additional support to enhance their understanding of key concepts and ideas of academic writing. Students get the opportunity to develop their reading, writing and thinking skills during tutorials, and they receive advice regarding preparation for assignments, discussions about planning their studies and assistance in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type [F] – Full Foundational [A] – Augmenting	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
F	English 1D	ENGEXD1	N/A –This is a	6	16
			fully foundational module		

Content:

- This module is foundational in nature and aims to develop students' skills towards stylistic conventions in writing an academic argument essay; finding supporting evidence, integrating and referencing sources; critical thinking in the humanities; making an argument in an academic essay and essay structure to facilitate learning and enabling students to succeed in their studies

Purpose:

To introduce students to the conventions of academic argument, text-based research, the analysis of source material and to support the further development and strengthening of their critical reading, writing and thinking skills.

Outcomes:

Upon completion of this module students should be able to:

- plan an academic argument essay;
- write an academic argument essay
- engage critically with academically suitable texts.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Meets foundational criteria:

The course content of this module is foundational in nature and is designed to enhance students' understanding of English in an academic context. This module assists in the development of English language skills, academic literacies and academic writing to ensure that students succeed in their studies.

In addition to the lecture slots, students attend small group tutorials. In these tutorials, students get the opportunity to apply the theoretical concepts of stylistic conversations in academic writing. Tutorials provide students with additional support on the skills required to plan an academic argument, write an academic essay and how to engage with academic texts. Students receive advice regarding preparation for assignments, assistance in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type [F] – Full Foundational [A] – Augmenting	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
A	Linguistics 1A	LINEXA1	LIN1AA1	6	16

Content:
Introduction to the study of language and the core domains of linguistics, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics.
Purpose:
The purpose of this module is to:

introduce students to the core domains of linguistics, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate the interrelatedness of phones, phonemes, morphemes, lexis, semantics and pragmatics in our understanding of language;
- summarise and explain the premises of the study of language, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics.
- use the principles offered by the fields of phonetics, phonology, morphology, semantics, syntax and pragmatics to analyse spoken and written discourse.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Meets foundational criteria:
The course content of the augmenting module corresponds with the content covered in the regular module. Augmenting modules provide extra teaching input per week, in the form of additional lecture slots. In these lectures students receive additional pedagogic enrichment, foundational support and more time on task to enhance their understanding of key concepts and ideas.

In addition to the augmenting lecture slot, extended students attend tutorials separate from the regular tutorials. In these dedicated tutorial slots students receive explicit support around the regular content. Students also receive advice about preparation for assignments, discussions about planning their studies and help in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type [F] – Full Foundational [A] – Augmenting	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
A	Linguistics 1B	LINEXB1	LIN1BB1	6	16

Content:
Continued introduction to the core domains of linguistics, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics
Introduction to the study of the comprehension and production of language from psycholinguistic perspectives
Introduction to the role of language in social and cultural life from a sociolinguistic perspective
Purpose:
The purpose of this module is twofold:
- To continue the introduction to the core domains of linguistics, namely phonetics, phonology, morphology, semantics, syntax and pragmatics

- To introduce students to selected linguistic perspectives, i.e. psycholinguistics and sociolinguistics

Outcomes:

Upon completion of this module students should be able to:

- demonstrate the interrelatedness of phones, phonemes, morphemes, lexis, semantics and pragmatics in our understanding of language;
- summarise and explain the premises of the study of language, i.e. phonetics, phonology, morphology, semantics, syntax and pragmatics;
- show insight into the interrelatedness of phones, phonemes, morphemes, lexis, semantics and pragmatics in our understanding of language;
- use the principles offered by the fields of phonetics, phonology, morphology, semantics, syntax and pragmatics to analyse spoken and written discourse;
- demonstrate the relationship between language and society and language and cognition from selected linguistic perspectives.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Meets foundational criteria:

The course content of the augmenting module corresponds with the content covered in the regular module. Augmenting modules provide extra teaching input per week, in the form of additional lecture slots. In these lectures, students receive additional pedagogic enrichment, foundational support and more time on task to enhance their understanding of key concepts and ideas.

In addition to the augmenting lecture slot, extended students attend tutorials separate from the regular tutorials. In these dedicated tutorial slots students receive explicit support around the regular content. Students also receive advice about preparation for assignments, discussions about planning their studies and help in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type [F] – Full Foundational [A] – Augmenting	**Module name**	**Module code**	**Corresponding regular module code**	**NQF level: 6**	**NQF credits: 16**
F	Maps in the Humanities	MHUEX01	N/A –This is a fully foundational module	6	16

Content:

In this course, students are assisted in mastering higher education. Therefore, the course focuses on adaptation to University and specifically to the Faculty of Humanities. The course is structured in a way that will help students adapt to higher education. In the first term, themes such as transitioning to higher education, how to prepare for a lecture, taking effective lecture notes and time management skills needed for success as Humanities students are discussed and applied. Study methods are introduced and linked to the courses in the Humanities faculty.

Students are furthermore provided with the necessary skills to master their studies through

critical thinking skills and by learning the application of study methodology applied in the Faculty of Humanities. Basic research concepts applied to questions in the Faculty of Humanities. Exam preparation and stress management are discussed to ensure success. The course also focuses on students' personal management. Students are equipped with information on key emotional and interpersonal skills.

Students are also guided in terms of career choice. This includes discussions of students' current studies and future career plans. In this regard, the focus is on the match between career and career values (ongoing discussion from term 1 through to term 4). In the Basic Numeracy skills course within the module, students are taught how to work with numbers in a logical way, how to analyse relationships, how to estimate figures, how to solve problems and make deductions. In addition, students are exposed to the uses of different data to formulate conclusions and how to draw statistical graphs that represent the given data. Focus is also on the development of mathematical language that will apply the correct mathematical symbols within its context.

Purpose:

This module equips students to develop a comprehensive perspective of higher education. It prepares students to become lifelong learners, recognise diversity, personal financial managers, active citizens and self-directed learners.

Outcomes:

On completion of the MAPS module students should demonstrate knowledge and skills in all themes of the module. The student should be able to adapt to Higher Education Institution by:

- mastering Higher Education;
- exploring study management;
- adopting effective communication management;
- strategically managing the personal career development;
- applying reading and comprehension strategies across all modules within the degree;
- working with numbers in a logical way, analysing relationships, estimating figures, solving problems and making deductions;
- applying basic research concepts and referencing academic information;
- navigating and using a computer (software and hardware skills).

Calculation criteria:

Minimum Full Period Mark for Examination Admission – ~~0%~~

40%Full Period Mark Weight – ~~100%~~ 50%

Examination Mark Weight – ~~0%~~ 50%

Meets foundational criteria:

Students are taught theory and then given an opportunity to apply newly acquired skills in practical sessions. In practical sessions, mentors assist students to apply concepts. Students work in small groups of twenty-five. This provides the opportunity to learn from one another. MAPS also develops students' computer skills. Computer literacy is presented by computer specialists.

In addition, one period over seven weeks is dedicated to introducing students to research using information technology facilitated by the University's librarians. Support is provided on a regular basis since this course is web-based. In this course students acquire technological skills that they apply in other modules within the degree.

Students are equipped with reading skills or strategies through a blended learning approach, that is, online and contact sessions in the Reading course within the module. Reading facilitators are available at the Learning Development Unit. The Basic Numeracy skills course also provides substantial modelling, in that numerous examples of mathematical problems are given. This is done during contact sessions and online through the Blackboard platform (blended learning). In addition, glossaries with descriptions of basic mathematical terms and concepts are made available to students on Blackboard. A group of mentors

assists students with problems and helps them to prepare for assessments.

All themes are presented and assessed according to the cognitive demands of the level descriptors of NQF level 6.

Module type	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
[F] – Full Foundational [A] – Augmenting					
A	Philosophy 1A	PHLEXA1	PHL1AA1	6	16

Content:
This module aims to develop the critical thinking skills of students, thereby facilitating learning and enabling them to succeed in their studies.
Philosophy is a critical enquiry into fundamental issues of human life that cannot be solved scientifically. What can you know about yourself and the world with certainty? What makes you who you are? Are body and mind two separate things? In this module you master the critical and creative skills necessary for answering such questions as well as for thinking about any issue of importance in your life. We guide you in this process with the help of philosophers from the Anglo-American, African and/or Continental traditions.
Purpose:
The purpose of the module is to
(1) help you master critical thinking skills;
(2) introduce you to the nature, style and methods of philosophy;
(3) teach you basic writing skills in philosophy;
(4) familiarise you with some central debates in philosophy.
Outcomes:
Upon completion of this module students should be able to:
- recognise an argument and determine whether it is sound;
- recognise basic forms of fallacious reasoning;
- write an essay on a philosophical question;
- provide arguments for their own view within that area.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Meets foundational criteria:
The course content of the augmenting module corresponds with the content covered in the regular module. Augmenting modules provide extra teaching input per week, in the form of additional lecture slots. In these lectures students receive additional pedagogic enrichment, foundational support and more time on task to enhance their understanding of key concepts and ideas.

In addition to the augmenting lecture slot, extended students attend tutorials separate from the regular tutorials. In these dedicated tutorial slots students receive explicit support around the regular content. Students also receive advice about preparation for assignments, discussions about planning their studies and help in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type F] – Full Foundational [A] –	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
Augmenting					
A	Strategic Communication 1A	SCOEXA1	SCO1AA1	6	16

Content:
This module introduces students to the field of strategic communication, including the basic theoretical approaches that will enable them to conceptualise strategic communication. Students are also introduced to other fields that have contributed to the development of strategic communication as a discipline and also to the underlying assumptions. The various strategic communication professional roles are explored and students are familiarised with different worldviews and approaches to knowing and understanding the PR professions community of practice.
Purpose:
The purpose of this module is to introduce the discipline of strategic communication and its underlying assumptions.
Outcomes:
Upon completion of this module students should be able to:
- explore the different ways of 'knowing';
- explore the shifts in thinking about strategic communication;
- identify the drivers of strategic communication;
- discuss the assumptions that underlie strategic communication practice;
- reflect on their own role and purpose as strategic communicators;
- write a reflective report.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Meets foundational criteria:
The course content of the augmenting module corresponds with the content covered in the regular module. Augmenting modules provide extra teaching input per week, in the form of additional lecture slots. In these lectures students receive additional pedagogic enrichment, foundational support and more time on task to enhance their understanding of key concepts and ideas.

In addition to the augmenting lecture slot, extended students attend tutorials separate from the regular tutorials. In these dedicated tutorial slots students receive explicit support around the regular content. Students also receive advice about preparation for assignments, discussions about planning their studies and help in preparation for exams. Tutorials count 10% of the term mark, which is built on each week as student attends tutorials.

Module type [F] – Full Foundational [A] – Augmenting	Module name	Module code	Corresponding regular module code	NQF level: 6	NQF credits: 16
A	Strategic Communication 1B	SCOEXB1	SCO1BB1	6	16

Content:
This module introduces the student to the concept of communication convergence within the context of the African media landscape and the South African socio-political media context. Students are introduced to current and new contexts and communities of strategic communication practice, as well as key trends that influence practice. Students are introduced to a variety of theoretical perspectives that inform the identification key consumer trends, and how these are shaped by the Fourth Industrial Revolution. This module also encourages students to reflect on the implications of these trends for 21st century strategic communication practice. Students are also introduced to how research can be used to understand various contexts of practice, and how research informs the understanding and use of strategic communication.
Purpose:
The purpose of this module is to introduce students to the African media landscape and to identify the social-political challenges to strategic communication practice within the context of the Fourth Industrial Revolution.
Outcomes:
Upon completion of this module students should be able to:
- describe the South African media landscape and the socio-political context;
- explain different theoretical perspectives that can be used to study this landscape;
- identify and describe the implications of the Fourth Industrial Revolution for the South African media landscape;
- discuss how the Fourth Industrial Revolution shapes key consumer trends;
- identify and apply the most relevant research methods to inform strategic communication practice;
- familiarise students with the process of reflection and how this can be used .to inform strategic communication decision making.

Calculation criteria:
Minimum Full Period Mark for Examination Admission –0%
Full Period Mark Weight – 100%
Examination Mark Weight –0%

Meets foundational criteria:
The course content of the augmenting module corresponds with the content covered in the regular module. Augmenting modules provide extra teaching input per week, in the form of additional lecture slots. In these lectures students receive additional pedagogic enrichment, foundational support and more time on task to enhance their understanding of key concepts and ideas.

HU. 48 SERVICE MODULES OFFERED BY THE DEPARTMENT OF LANGUAGES, CULTURAL STUDIES AND APPLIED LINGUISTICS

A. THE DEPARTMENT OF APPLIED COMMUNICATIVE SKILLS (DFC) DOORNFONTEIN CAMPUS

(Please note that the following is offered only in English and only on the Doornfontein Campus.) Communication Skills is divided into two modules, Module A and Module B. Each module is offered over a six-month period, that is, one semester, with certain exceptions.

Module A is designed to equip students with the interpersonal communication skills necessary in the working and social environments.

ACTIVE CITIZENSHIP (offered on APK in semester 1 and on SWC in semester 2)

Active Citizenship 1A	**ACS1AA1**	**NQF level: 6**	**NQF credits: 16**

Content: General topics covered would include: Defining citizenship; Rights and Responsibilities of Citizens; Personal and Professional Citizenship; Culture, Identity, Diversity and Citizenship; Leadership; and Citizenship and Society.

Purpose:

The purpose of this module is to make students aware of the importance of citizenship, specifically active citizenship in a democracy, and its impact on their own lives and on the lives of others. The keyword here is AWARENESS. While Humanities has departments and modules that already touch on aspects of citizenship relative to their module content, for example, Politics, Public Governance, Communications, Philosophy, Sociology, etc., there is no module currently that is dedicated wholly to active citizenship.

A module in active citizenship would aim to help the students to understand both their own identity and the nature of society and, most importantly, "how to manage the complex relationship of rights and responsibilities that exist between the two" (Ross, 2008: 492).

Outcomes:

Upon completion of this module students should be able to:

- use and apply citizenship knowledge, understanding and their own participative experiences in order to communicate and articulate different views, ideas and perspectives;
- recognise that HIV and AIDS constitute a very real and major challenge to citizenship and democracy globally but most especially in South Africa and acknowledge the resulting impact of this threat on all aspects of South African society;
- advocate, negotiate, plan, make decisions and take action on citizen issues in the wider community;
- carry out research and in-depth investigations of citizenship issues, problems and events, using different primary and secondary sources;
- appreciate the complex and dynamic nature of identity and how it is informed by varying understandings of what it means to be a citizen of South Africa and the world;
- discuss the relationship between citizenship and national identity;
- acknowledge diversity of society and opinion while exploring the common or shared values within the South African society, which can be taken further to recognise commonalities within the region, Africa, and the wider world.

Calculation criteria:

Continuous assessment

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%

Examination Mark Weight – 0%

Communication Skills 1 (Year module)	**COM1001**	**NQF level: 5**	**NQF credits: 12**

Content:

Communication theory; writing skills; oral presentations

Purpose:

To equip students with the necessary skills to be able to communicate effectively within the context of the dynamic, modern social and work environment.

Outcomes:

Upon completion of this module students should be able to:

- identify the components of communication;
- write correctly structured paragraphs;
- correct common errors;
- demonstrate the efficient use of a dictionary;
- evaluate and interpret the underlying meaning of a given text;
- apply guidelines for conflict management;
- identify and demonstrate assertive behaviour;
- deliver an effective oral presentation;
- identify various language problems;
- evaluate individual non-verbal communication;
- illustrate and evaluate critically the powerful effect of perception on communication;
- use the correct format when writing a letter on a given subject;
- differentiate between SMS language and formal English;
- apply guidelines for effective communication within the organisation;
- apply guidelines for effective intercultural communication.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English: Communication Studies 1A	**CSA1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:

Communication theory; writing skills; oral presentations

Purpose:

To equip students with the necessary writing and social skills required in the work environment.

Outcomes:

Upon completion of this module students should be able to:

- correct common errors;
- demonstrate understanding by using words in the correct context;
- evaluate, justify and interpret the underlying meaning of a given text;
- apply the communication components in relationships;
- write correctly structured paragraphs;
- illustrate and evaluate critically the powerful effect of perception on communication;
- write a letter of complaint;

- apply effective writing skills in text;
- use the correct style and appropriate language when writing;
- identify various language problems;
- identify cultural differences that may act as barriers to communication;
- assess their non-verbal skills in relation to the work environment;
- critically evaluate their communication;
- deliver an effective oral presentation;
- apply guidelines for conflict management.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight –100%
Examination Mark Weight – 0%

English: Communication Studies 1B	**CSA1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
Business documents; academic essay; referencing; interviews
Purpose:
To equip students with the necessary techniques required for business and academic writing.
Outcomes:
Upon completion of this module students should be able to:
- identify and rectify errors of style, punctuation, language content and layout;
- apply effective referencing techniques as suggested in academia;
- write an essay;
- deliver a presentation suitable to a particular occasion;
- compile an investigative report;
- apply for a vacant position by compiling a CV and a covering letter;
- successfully negotiate an interview for employment;
- write a professional memorandum.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English: Communication Skills (Module 1)	**COS1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Introduction to the communication of science
- Speaking and listening
- Reading for information
- Writing

Purpose:
The purpose this module is to develop the ability of students to select and apply communication skills in ways that are appropriate to the particular workplace context, audience and situation of the discipline of analytical chemistry.

Outcomes:
Upon completion of this module students should be able to:
- communicate effectively in science;
- make a formal presentation of at least three minutes;
- read text critically;
- answer questions based on a text;
- write a paragraph.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English: Communication Skills (Module 2)	**COS1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Workplace communication speaking and listening
- Reading for information
- Writing skills
- Workplace communication

Purpose:
The purpose of a module is to develop the ability of students to select and apply communication skills in ways that are appropriate to the particular workplace context, audience and situation of the discipline of analytical chemistry.

Outcomes:
Upon completion of this module students should be able to:
- make a formal presentation of at least four minutes;
- read text critically;
- create a reference list using different sources: single author; two authors; referencing an article in a journal; referencing a document on the Internet; referencing an interview;
- write a point form summary as the starting point for writing a paragraph;
- write reports that are based on careful research, clearly and logically written, well presented and written with a specific purpose in mind.

At the end of this section students must be able to:
- write letters of application that are brief but carefully and skilfully prepared;
- write a CV.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 40%
Full Period Mark Weight – 50%
Examination Mark Weight – 50%

Engineering Communication Skills 1A	**ECS1AA1**	**NQF level: 5**	**NQF credits: 7**

Content:
Communication theory; writing skills; oral presentations

Purpose:
To equip students with the necessary skills to be able to communicate effectively within the context of the dynamic, modern social and work environment.

Outcomes:

Upon completion of this module students should be able to:

- correct common errors in writing;
- identify the grammatical function of words;
- apply effective writing skills in text;
- use a dictionary efficiently;
- evaluate and interpret the underlying meaning of a given text;
- identify the components of communication;
- write correctly structured paragraphs;
- illustrate and critically evaluate the effect of perception on communication;
- write a letter of correspondence;
- differentiate between SMS language and formal English;
- identify various language problems;
- evaluate individual non-verbal communication;
- deliver an effective oral presentation;
- apply guidelines for conflict management.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight –100%
Examination Mark Weight – 0%

Engineering Communication Skills 1B	**ECS1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
Communication theory; writing skills; oral presentations.
Purpose:
To equip students with the necessary writing and social skills required skills in the work environment.
Outcomes:
Upon completion of this module students should be able to:

- identify errors of style, punctuation, language content and layout;
- apply effective referencing techniques as suggested in academia;
- create skilfully references for a book, journal, internet source and newspaper article;
- write an essay;
- compile an investigative report;
- deliver a presentation suitable to a particular occasion;
- write a professional memorandum;
- apply for a vacant position by compiling a covering letter;
- successfully negotiate an interview for employment;
- apply for a position by compiling a CV.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight –100%
Examination Mark Weight – 0%

Business Communication 1A	**ATK1AA1**	**NQF level: 5**	**NQF credits: 16**

Offered on APB and SWC in semester 1

Content:
Current Events Diary
- Reading skills
- Dictionary skills
- Language structure (grammar)
- Summary writing – point form; prose form
- Effective business writing
- Paragraph writing
- Memorandum writing
- Letter writing
- Report writing
- Summary – prose form

Purpose:
To acquire reading and writing skills related to different contexts; to apply reading and writing skills appropriately in different contexts.
Outcomes:
Upon completion of this module students should be able to:
- communicate opinion effectively;
- summarise newspaper reports;
- write effective business correspondence (letters, memoranda, paragraphs, summaries, emails and faxes).

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight –100%
Examination Mark Weight – 0%

Communication 1B	**ATK1BB1**		**NQF level: 5**	**NQF credits: 16**

Offered on APB and SWC in semester 2

Content:
- Interpersonal communication
- Intercultural communication
- Non-verbal communication
- Meetings – procedures, types, documents
- Oral presentations and graphic communication

Purpose:
- Know the communication process, and be able to communicate effectively with other people in different social contexts.
- Reflect and apply interpersonal communication skills.
- Demonstrate effective public speaking skills through oral presentation.
- Reflect on the importance of sensitivity in multicultural contexts and consciously use that knowledge in interpersonal communication.
- Gain knowledge of meeting procedures, types of meetings and documents associated with meetings.

Outcomes:
Upon completion of this module students should be able to:

- know the communication process and apply the terminology in a given context;
- distinguish between the different ego states as stipulated in Transactional Analysis and identify them in given case studies;
- demonstrate knowledge and understanding of sensitivity towards other cultures and embrace cultural diversity;
- use knowledge of verbal, non-verbal, interpersonal and multicultural communication to present a short speech on a given topic;
- write an agenda, notice and minutes of meetings;
- know procedures and types of meetings.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight –100%
Examination Mark Weight – 0%

Business and Administrative Communication : English 1	**BBA1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:
Current Events Diary
- Reading skills
- Dictionary skills
- Language structure (grammar)
- Summary writing – point form; proseform

Effective business writing
- Paragraph writing
- Memorandum writing
- Letter writing
- Report writing
- Summary – prose form

Purpose:
To acquire reading and writing skills related to different contexts; to apply reading and writing skills appropriately in different contexts.

Outcomes:
Upon completion of this module students should be able to:
- communicate opinion effectively;
- summarise newspaper reports;
- write effective business correspondence (letters, memoranda, paragraphs, summaries, emails and faxes).

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Business and Administrative Communication : English 1	**BBA1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Interpersonal communication
- Intercultural communication

- Non-verbal communication
- Meetings – procedures, types, documents
- Oral presentations and graphic communication

Purpose:

- Know the communication process, and be able to communicate effectively with other people in different social contexts.
- Reflect and apply interpersonal communication skills.
- Demonstrate effective public speaking skills through oral presentation.
- Reflect on the importance of sensitivity in multicultural contexts and consciously use that knowledge in interpersonal communication.
- Gain knowledge of meeting procedures, types of meetings and documents associated with meetings.

Outcomes:

Upon completion of this module students should be able to:

- know the communication process and apply the terminology in a given context;
- distinguish between the different ego states as stipulated in Transactional Analysis and identify them in given case studies;
- demonstrate knowledge and understanding of sensitivity towards other cultures and embrace cultural diversity;
- use knowledge of verbal, non-verbal, interpersonal and multicultural communication to present a short speech on a given topic;
- write an agenda, notice and minutes of meetings;
- know procedures and types of meetings.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English 1A	**PME1AA1**	**NQF level: 5**	**NQF credits: 16**

Doornfontein Campus and SWC

Content:

Current Events Diary

- Reading skills
- Dictionary skills
- Language structure (grammar)
- Summary writing – point form; prose form
- Effective business writing
- Paragraph writing
- Memorandum writing
- Letter writing
- Report writing
- Summary – prose form

Purpose:

To acquire reading and writing skills related to different contexts; to apply reading and writing skills appropriately in different contexts.

Outcomes:

Upon completion of this module students should be able to:

- communicate opinion effectively;
- summarise newspaper reports;
- write effective business correspondence (letters, memoranda, paragraphs, summaries,

emails and faxes.)

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English 1B	**PME1BB1**	**NQF level: 5**	**NQF credits: 16**

Doornfontein Campus and SWC

Content:

- Interpersonal communication
- Intercultural communication
- Meetings – procedures, types, documents
- Oral presentations and graphic communication

Purpose:

- Know the communication process, and be able to communicate effectively with other people in different social contexts.
- Reflect and apply interpersonal communication skills.
- Demonstrate effective public speaking skills through oral presentation.
- Reflect on the importance of sensitivity in multicultural contexts and consciously use that knowledge in interpersonal communication.
- Gain knowledge of meeting procedures, types of meetings and documents associated with meetings.

Outcomes:

Upon completion of this module students should be able to:

- know the communication process and apply the terminology in a given context;
- distinguish between the different ego states as stipulated in Transactional Analysis and identify them in given case studies;
- demonstrate knowledge and understanding of sensitivity towards other cultures and embrace cultural diversity;
- use knowledge of verbal, non-verbal, interpersonal and multicultural communication to present a short speech on a given topic;
- write an agenda, notice and minutes of meetings;
- know procedures and types of meetings.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Hospitality Communication 1 / Business Literacy 1	**BLC1001**	**NQF level: 5**	**NQF credits: 8**

Content:

- The theory and process of communication
- Functional writing
- Writing skills, style and paragraph writing
- Memorandum
- Business letter writing
- Report writing

- Non-verbal communication
- Listening
- Oral presentation

Purpose:
To be capable in applying various modes of industry-specific information technology to access and communicate information effectively in order to promote the Hospitality Industry in a changing business environment. (Foundational and practical competence)

Outcomes:
Upon completion of this module students should be able to:

- demonstrate competence in writing a memorandum;
- use the professional language associated with electronic mail;
- write the different types of business letters, professionally;
- write a feedback report;
- explain appropriate cellphone etiquette in public places;
- demonstrate the ability to receive and make calls in a corporate environment;
- describe the process of communication and show how it applies to various situations in the industry;
- use the six non-verbal factors to decode body language;
- demonstrate competence in understanding interpersonal communication in the workplace;
- deliver an effective oral presentation.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Hospitality Communication 2 / Business Literacy 2	**BLC2002**	**NQF level: 5**	**NQF credits: 8**

Content:
- Academic writing and paraphrasing
- Multiculturalism and corporate culture in the Hospitality Industry
- Interpersonal communication in the Hospitality Industry
- Transactional analysis
- Assertiveness
- Conflict management
- Oral presentation skills

Purpose:
To be able to communicate effectively in written, vocal and intercultural exchanges to enhance effectiveness in the Hospitality Industry context.
(Foundational and practical competence.)

Outcomes:
Upon completion of this module students should be able to:
- write a research assignment showing the ability to reference, quote, paraphrase and summarise;
- identify cultural norms and values held by guests and colleagues in the workplace;
- identify cross-cultural communication barriers and techniques for overcoming these in a hospitality context;

- determine the corporate culture of an organisation;
- identify the appropriate chain of command when communicating in the hospitality industry;
- distinguish between formal and informal lines of communication;
- analyse interpersonal communication transactions;
- distinguish between various psychological games played out in dyads;
- communicate from an adult ego state in a variety of contexts to enhance interpersonal communication in the hospitality environment;
- distinguish between aggressive, assertive and passive communication styles;
- communicate assertively in a hospitality context;
- describe the nature of conflicts, types of conflicts and causes of conflicts in a hospitality environment;
- use appropriate communication strategies to manage and solve conflicts;
- develop, organise, and deliver an oral presentation.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English (Marketing Module A)	**RMM1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Current events diary
- Source, intention, audience
- Style of writing
- Meaning in language
- Sentence construction, punctuation, parts of speech, common errors
- Source, intention, audience
- Paragraph writing
- Summary writing
- Persuasive language – advertising, propaganda, sensationalism

Purpose:
- Collect, analyse, organise and critically evaluate information, fundamental to the process of growing language capability across language applications and fields of study.
- Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- Differentiate and apply language usage in business and academic contexts.
- To apply reading and writing skills appropriately to different contexts.

Outcomes:
Upon completion of this module students should be able to:
- use mechanics of grammar correctly;
- analyse and respond to texts produced for a range of purposes, audiences and contexts;
- identify and critically explore textual features and language usage in texts;
- communicate own opinion effectively;
- summarise a newspaper report;
- write a paragraph with correct structure and grammar.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%

Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English (Marketing Module B)	**RMM1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Current events diary
- Effective business writing
- Oral presentations and graphic communication
- Communication theory
- Interpersonal communication
- Non-verbal communication
- Discrimination in language

Purpose:
- Collect, analyse, organise and critically evaluate information, fundamental to the process of growing language capability across language applications and fields of study.
- Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- Know the communication process, and be able to communicate effectively with other people in different social contexts.
- Differentiate and apply language usage in business and academic contexts.
- Reflect and apply interpersonal communication skills.
- Reflect on the importance of sensitivity in multicultural contexts and consciously use that knowledge in interpersonal communication.

Outcomes:
Upon completion of this module students should be able to:
- apply language appropriately in business and academic contexts;
- identify and apply appropriate language, style, register and tone of discourse;
- write effective business correspondence (letters, memoranda, paragraphs, summaries, feedback reports, emails and faxes);
- communicate effectively via visual information (graphs) and oral presentations;
- apply effective communicative principles to various communication contexts.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

English (Marketing Module B)	**RMM11B2**	**NQF level: 5**	**NQF credits: 16**

Content:
- Current Events Diary
- Effective business writing
- Oral presentations and graphic communication
- Communication theory
- Interpersonal communication
- Non-verbal communication
- Discrimination in language

Purpose:

- Collect, analyse, organise and critically evaluate information, fundamental to the process of growing language capability across language applications and fields of study.
- Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.
- Know the communication process, and be able to communicate effectively with other people in different social contexts.
- Differentiate and apply language usage in business and academic contexts.
- Reflect and apply interpersonal communication skills.
- Reflect on the importance of sensitivity in multicultural contexts and consciously use that knowledge in interpersonal communication.

Outcomes:

Upon completion of this module students should be able to:

- apply language appropriately in business and academic contexts;
- identify and apply appropriate language, style, register and tone of discourse;
- write effective business correspondence (letters, memoranda, paragraphs, summaries, feedback reports, emails and faxes);
- communicate effectively via visual information (graphs) and oral presentations;
- apply effective communicative principles to various communication contexts.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Writing for public relations 1A	**WPR1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:

- CED
- Subjective and objective writing
- Source intention audience
- Paragraph writing
- Language usage
- Academic writing

Purpose:

Organise information, fundamental to the process of growing language capability across language applications and fields of study.

Outcomes:

Upon completion of this module students should be able to:

- summarise a variety of texts;
- write a coherent paragraph;
- write for academic purposes: assignment writing.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Writing for public relations 1B	WPR1BB1	NQF level: 5	NQF credits: 16

Content:
- Report writing
- Meeting documentation
- Memorandum
- The language of emails
- Business letters
- Programmes and invitations
- Oral presentation

Purpose:
Organise information fundamental to the process of growing language capability across language applications and fields of study

Outcomes:
Upon completion of this module students should be able to:
- perform a variety of tasks related to current events;
- plan an event;
- write effective business correspondence (letters, memoranda, emails and faxes);
- record information in report form;
- communicate effectively via a range of oral presentations;
- plan and conduct meetings;
- use mechanics of language correctly.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Writing for public relations 2A	WPR2AA2	NQF level: 5	NQF credits: 16

Content:
- Source Intention Audience
- Style of writing
- Meaning of language
- Language of the media
- Persuasive language: sensational writing; advertising; propaganda

Purpose:
- Distinguish between subjective and objective writing – with an emphasis on understanding the techniques used in subjective writing.
- Demonstrate the ability to manipulate language in a variety of contexts.
- Collect, analyse, organise and critically evaluate information, fundamental to the process of growing language capability across language applications and fields of study.
- Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

Outcomes:
Upon completion of this module students should be able to:
- analyse critically texts produced for a range of purposes, audiences and contexts;
- identify and explain the values, attitudes and assumptions in texts;
- evaluate the effects of content, language and style on readers' responses in specific

texts;
- explain how language structures and features may influence a reader.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Writing for public relations 2B	**WPR2BB2**	**NQF level: 5**	**NQF credits: 16**

Content:
- Writing clearly and concisely
- Research methods
- Article writing
- Designing and creating a brochure
- Letters used in a Public Relations context
- Critical analysis
- Debating skills

Purpose:
- Distinguish between subjective and objective writing – with an emphasis on understanding the techniques used in subjective writing.
- Demonstrate the ability to manipulate language in a variety of contexts.
- Collect, analyse, organise and critically evaluate information, fundamental to the process of growing language capability across language applications and fields of study.
- Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

Outcomes:
Upon completion of this module students should be able to:
- communicate their opinion effectively;
- analyse and use the different techniques used in persuasive/subjective writing with particular reference to advertising, propaganda, sensational writing, sentimental writing, satire;
- create a newspaper using the appropriate techniques;
- use correct mechanics of language and sentence structure;
- communicate effectively via oral presentations with the use of graphic devices.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Writing for sport public relations 2A	**WSP2AA2**	**NQF level: 5**	**NQF credits: 16**

Content:
- Source Intention Audience
- Style of writing
- Meaning of language

- Language of the media
- Persuasive language: sensational writing; advertising; propaganda

Purpose:

- Distinguish between subjective and objective writing – with an emphasis on understanding the techniques used in subjective writing.
- Demonstrate the ability to manipulate language in a variety of contexts.
- Collect, analyse, organise and critically evaluate information, fundamental to the process of growing language capability across language applications and fields of study
- Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

Outcomes:

Upon completion of this module students should be able to:

- analyse critically texts produced for a range of purposes, audiences and contexts;
- identify and explain the values, attitudes and assumptions in texts;
- evaluate the effects of content, language and style on readers' responses in specific texts;
- explain how language structures and features may influence a reader.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Writing for sport public relations 2B	**WSP2BB2**	**NQF level: 5**	**NQF credits: 16**

Content:

- Writing clearly and concisely
- Research methods
- Article writing
- Designing and creating a brochure
- Letters used in a Public Relations context
- Critical analysis
- Debating skills

Purpose:

- Distinguish between subjective and objective writing – with an emphasis on understanding the techniques used in subjective writing.
- Demonstrate the ability to manipulate language in a variety of contexts.
- Collect, analyse, organise and critically evaluate information, fundamental to the process of growing language capability across language applications and fields of study.
- Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

Outcomes:

Upon completion of this module students should be able to:

- communicate their opinion effectively;
- analyse and use the different techniques used in persuasive/subjective writing with particular reference to advertising, propaganda, sensational writing, sentimental writing, satire;
- create a newspaper using the appropriate techniques;
- use correct mechanics of language and sentence structure;

- communicate effectively via oral presentations with the use of graphic devices.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Business Communication	**CBS1BB1/ CBSEXB1**	**NQF level: 6**	**NQF credits: 16**

This module is only offered in the second semester on APK and SWC

Content:
- Theory of communication
- The role of culture
- The language of persuasion
- Report writing
- The job interview
- Memorandum
- CV
- Meeting procedure
- Oral presentation

Purpose:
Prepare students for the world of work where interpersonal relationships form the foundation of the business environment. Give them the necessary skills and knowledge of interviews.

Outcomes:
Upon completion of this module students should be able to:
- use the communication theory to identify needs and enhance interpersonal relationships in any situation;
- identify cultural barriers to effective communication;
- find solutions to overcome cultural barriers;
- demonstrate skill in preparing and delivering a formal oral presentation;
- write formal reports;
- conduct themselves professionally at an interview;
- draw up a competent CV;
- write various business letters;
- write a memorandum;
- write the notice, agenda and minutes of a meeting;
- distinguish between different types of meetings.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Business Communication 1	**COS1AA1**	**NQF level: 6**	**NQF credits: 16**

This module is only offered in semester 1 on SWC

Content:
- Communication theory
- Non-verbal communication

- Paragraph writing
- Summary writing
- Interpersonal communication
- Organisational communication
- Corporate culture
- Oral presentation
- Business writing
- Meeting procedure

Purpose:
Prepare students for the social and business relationships in the world of work.
Outcomes:
Upon completion of this module students should be able to:
- demonstrate a comprehensive understanding of the theory and process of communication;
- write a cohesive summary of a given text;
- analyse transactions between people in an interpersonal communication setting;
- use the Johari window to establish one's own shortcomings in the work environment;
- interpret the meaning on non-verbal cues in a variety of contexts;
- write well-structured, coherent paragraphs;
- demonstrate knowledge of communication within the organisation;
- show evidence of cultural sensitivity in a variety of settings;
- write a formal memorandum;
- write an investigative report, working as a team;
- write different business letters using the appropriate style, tone and register;
- write up the necessary documents used in a meeting;
- deliver an effective oral presentation.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%

Examination Mark Weight – 0%

Professional Writing Skills 1A	**PWS1AA1**	**NQF level: 5**	**NQF credits: 16**

Content:
- CED
- Subjective and objective writing
- Source intention audience
- Paragraph writing
- Language usage
- Academic writing

Purpose:
Organise information, fundamental to the process of growing language capability across language applications and fields of study.
Outcomes:
Upon completion of this module students should be able to:
- summarise a variety of texts;
- write a coherent paragraph;
- write for academic purposes: assignment writing.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Professional Writing Skills 1B	**PWS1BB1**	**NQF level: 5**	**NQF credits: 16**

Content:
- Report writing
- Meeting documentation
- Memorandum
- The language of emails
- Business letters
- Programmes and invitations
- Oral presentation

Purpose:
Organise information fundamental to the process of growing language capability across language applications and fields of study**.**
Outcomes:
Upon completion of this module students should be able to:
- perform a variety of tasks related to current events;
- plan an event;
- write effective business correspondence (letters, memoranda, emails and faxes);
- record information in report form;
- communicate effectively via a range of oral presentations;
- plan and conduct meetings;
- use mechanics of language correctly.

Calculation criteria:
Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Applied Business Communication 1A	**ABC1AA1**	**NQF level: 5**	**NQF credits: 16**

B (Hospitality Management)
Content:
- Grammar usage
- Text patterns
- Styles of writing
- Subjective/Objective
- Writing Skills: Source Intention Audience Credibility
- Critical thinking and listening skills
- Paragraphs and summary writing
- Business writing: Memorandum
- E-writing / Social media
- Business letters − Enquiry and Invitation
- Mass communication: persuasive language − advertising
- Communication in professional contexts

- Non-verbal communication
- Oral presentations

Purpose:

Tourism and Hospitality Communication is committed to equip students with the skills to communicate effectively in the Tourism and Hospitality industry. Further, implicit in this outcome is the need to equip students with the necessary English skills for successful study in their discipline.

Outcomes:

Upon completion of this module students should be able to:

- use the appropriate form of English when communicating;
- demonstrate knowledge of communication theory and apply this to everyday and work contexts;
- demonstrate competence in writing a memorandum;
- use the professional language associated with electronic mail;
- write the different types of business letters, professionally;
- demonstrate critical and innovative thinking skills;
- describe the process of communication and show how it applies to various situation in the industry;
- identify typical problems that could arise in the communication process and demonstrate skills to overcome them;
- manage specific contexts for communication, including giving presentations and producing work-related documents;
- use the six non-verbal factors to decode body language;
- build and maintain healthy and effective interpersonal relationships;
- distinguish between aggressive, assertive and passive communication styles;
- write a research assignment showing the ability to reference, quote, paraphrase and summarise.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

Applied Business Communication 1B	**ABC1BB1**	**NQF level: 5**	**NQF credits: 12**

Content:

- Academic Writing: Finding, locating and summarising an argument / The argumentative essay.
- Writing for a purpose.
- Organisational communication.
- Multicultural communication in the workplace.
- Interpersonal communication: Conflict management.
- Meetings and meeting procedure.
- Interview skills.
- Letter writing: The letter of application and the Curriculum Vitae (CV Writing).
- Event communication.
- Oral presentation.

Purpose:

Tourism and Hospitality Communication is committed to equip students with the skills to communicate effectively in the Tourism and Hospitality industry. Further, implicit in this outcome is the need to equip students with the necessary English skills for successful study

in their discipline.

Outcomes:

Upon completion of this module students should be able to:

- write a research assignment showing the ability to reference, quote, paraphrase and summarise;
- identify cultural norms and values held by guests and colleagues in the workplace;
- identify cross-cultural communication barriers and techniques for overcoming these in a hospitality context;
- determine the corporate culture of an organisation;
- identify the appropriate chain of command when communicating in the hospitality industry;
- distinguish between formal and informal lines of communication;
- communicate assertively in a hospitality context;
- describe the nature of conflicts, types of conflicts and causes of conflicts in a hospitality environment;
- use appropriate communication strategies to manage and solve conflicts;
- develop, organise, and deliver an oral presentation.

Calculation criteria:

Minimum Full Period Mark for Examination Admission – 0%
Full Period Mark Weight – 100%
Examination Mark Weight – 0%

COLLEGE OF BUSINESS AND ECONOMICS (refer to yearbook)

ECONOMICS
INFORMATION MANAGEMENT
INFORMATION PORTALS
INFORMATION SYSTEMS
INDUSTRIAL PSYCHOLOGY
KNOWLEDGE ECONOMY
MARKETING MANAGEMENT
PUBLIC MANAGEMENT AND GOVERNANCE
SEARCH ENGINE OPTIMISATION

FACULTY OF EDUCATION (refer to yearbook)

EDUCATION STUDIES

FACULTY OF SCIENCE (refer to yearbook)

GEOGRAPHY
INFORMATICS
MATHEMATICS
STATISTICAL METHODS