

## ALPHABETICAL LIST OF MODULES IN THE FACULTY OF HUMANITIES

This section is an alphabetical list of all the modules offered by the Faculty of Humanities, as well as an alphabetical list of the modules offered by other Faculties. The list is set out as follows:

- Column 1:** the module code, which consist of an alpha code (a combination of three capitals which indicate the discipline of the study field) and a numerical code (which indicates the year level and the position of the module in the series).
- Column 2:** the department or discipline within which the module resorts.  
**In some cases column 1 and 2 have been combined to facilitate the layout of the document.**
- Column 3:** the old code, that is the previous code of the subject.
- Column 4:** the language of presentation (A = Afrikaans; E = English) and the number of **intramural periods** per week during which lectures and/or practicals for the specific module are presented.
- Column 5:** the language of presentation (A = Afrikaans; E = English) and the number of **after-hour periods per week** during which lectures and/or practicals for the specific modules are presented.
- Column 6:** the quarter (first, second, third or fourth) in which the module is presented.
- Cross column:** the name and a short description of the content of the module.

### Abbreviations:

<b>lpw</b>	= lectures per week	<b>ppw</b>	= practicals per week
<b>bpw</b>	= discussion classes per week	<b>upw</b>	= hours per week
<b>cr</b>	= credits	<b>lect</b>	= lectures
<b>prac</b>	= practicals	<b>h</b>	= hours
<b>les</b>	= total number of lectures for module	<b>q</b>	= quarter
<b>upr</b>	= total number of practicals for module		

### Note:

- A module at level 1 (module code starts with 1) runs for 7 weeks and is equal to 6 credits, except when indicated otherwise.
- A module at level 2 (module code starts with 2) runs for 7 weeks and is equal to 10 credits, except when indicated otherwise.
- A module at level 3 (module code starts with 3) runs for 7 weeks and is equal to 15 credits, except where indicated otherwise.
- Modules in other Faculties and Departments have different credit values and the student should consult the *Regulations and Syllabuses* of the relevant Faculty in this regard.

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
AFA 151	Afrikaans	AFR 114	A - 2 lpw	A - 2 lpw	1
<b>Regstaalkommunikasie (1)</b>					
Die uitgebreide kommunikasie model word toegelig, asook aspekte soos perseptuele					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
steurnisse en kommunikasie in interkulturele situasies.					
<b>AFA 152</b>	<b>Afrikaans</b>	<b>AFR 114</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Regstaalkommunikasie (2)</b> Die rol van teks en leser word toegelig: kenmerke van 'n goeie leser; voorkennis vir lees; sleutelgedagtes en argumentasiepatrone in tekste; diskoers en ideologie; die “lees” van visuele tekste.					
<b>AFA 153</b>	<b>Afrikaans</b>	<b>AFR 114</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Regstaalkommunikasie (3)</b> Die aard van regs-kommunikasie; funksies van taal in die regsberoep; vereistes vir regstaal; die herformulerings van “foutiewe” tekste.					
<b>AFA 154</b>	<b>Afrikaans</b>	<b>AFR 114</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Regstaalkommunikasie (4)</b> Regstaalvereenvoudiging; die formele brief en verslag; die regsargument.					
<b>AFA 155</b>	<b>Afrikaans</b>	<b>AFR 114</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Kommunikasievaardighede T2 (1)</b> Die kommunikasiemodel: taal as kommunikasiemiddel; deelkomponente van die eenvoudige kommunikasiemodel aan die hand van gegewe situasies.					
<b>AFA 156</b>	<b>Afrikaans</b>	<b>AFR 114</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Kommunikasievaardighede T2 (2)</b> Diskoers: die taalgebruiker se diskussievermoë; gesprekstategieë; redes, soorte kenmerke van kommunikasie; steurnisse; mondelinge werk.					
<b>AFA 157</b>	<b>Afrikaans</b>	<b>AFR 124</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Afr taalkunde T2 (inl)</b> Oorsig oor die Afrikaanse grammatika.					
<b>AFA 158</b>	<b>Afrikaans</b>	<b>AFR 124</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Afr letterkunde T2 (inl)</b> Afrikaanse kortverhale en gedigte.					
<b>AFA 251</b>	<b>Afrikaans</b>	<b>AFR 214</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Kommunikasie T2-onderwysers (1)</b> Die aard en kompleksiteit van kommunikasieprosesse binne die onderwys. Die onderskeidende kenmerke van kommunikasie binne die beroep aan die hand van beroeps-spesifieke tekste.					
<b>AFA 252</b>	<b>Afrikaans</b>	<b>AFR 214</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Kommunikasie T2-onderwysers (2)</b> Groepskommunikasie en konflikthantering binne die onderwys as beroep; leierskap in die onderrig-situasie; taalhandelinge.					
<b>AFA 253</b>	<b>Afrikaans</b>	<b>AFR 224</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Afr taalkunde T2 (int)</b> Woordvorming: maniere waarop nuwe woorde gevorm word; kategorisering van groepe woorde volgens hulle wyses van vorming.					
<b>AFA 254</b>	<b>Afrikaans</b>	<b>AFR 224</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Afr letterkunde T2 (int)</b> Afrikaanse kortverhale en gedigte.					
<b>AFA 351</b>	<b>Afrikaans</b>	<b>AFR 314</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Afrikaans in Afrika</b> Die Europese en Afrikawortels van Afrikaans, Afrikaans se drie historiese variëteite					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
en 'n oorsig oor Afrikaans se prestasies in Afrika.					
<b>AFA 352</b>	<b>Afrikaans</b>	<b>AFR 314</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Woordeboekgebruik</b> Inligtingsbronne oor taal, veral woordeboeke; aanleer van woordeboekgebruiksvaardighede.					
<b>AFA 353</b>	<b>Afrikaans</b>	<b>AFR 324</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Afr taalkunde T2 (gev)</b> Lees-, luister-, praat- en skryfvaardighede.					
<b>AFA 354</b>	<b>Afrikaans</b>	<b>AFR 324</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Afr letterkunde T2 (gev)</b> Die kortverhaal as diskoers; kenmerke van die kortverhaal; verhaalelemente en die toepassing daarvan.					
<b>AFR 151</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Afrikaanse poësie na 1976</b> 'n Ondersoek na die poësie ná 1976 binne konteks van die tyd en volgens die sisteembenadering: prominente vroue-digters, swart Afrikaanse skrywers, gay poësie, “groen” poësie (omgewingsletterkunde), visuele ingesteldheid as kode, intertekstuele gesprekke tussen digters, literêre geskiedskrywing.					
<b>AFR 152</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Afrikaanse prosa</b> 'n Breë, historiese oorsig van die Afrikaanse prosa van net ná die Anglo-Boereoorlog (1899–1902) tot vandag aan die hand van 'n aantal kortverhale van belangrike skrywers; oorsig oor die verskillende tekstipes wat in prosa aangetref word; toepassingsmoontlikhede in ander velde, bv. die joernalistiek en regsweese.					
<b>AFR 153</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Afrikaans vir die onderwys 1</b> Kurrikulum 2005 en uitkomsgebaseerde onderwys in breë trekke; tekssoorte in/vir die onderwys, bv. Afrikaanse kinder- en jeugliteratuur, advertensies, televisie; teksresepsie en -interpretasie en die persoonlike en kontekstuele faktore wat 'n rol by betekenisopbouw speel; intensiewe studie van enkele Afrikaanse tekste uit verskillende genres.					
<b>AFR 154</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Inl tot mediageletterdheid</b> Die wese van die media en die invloed van die media op mense se gedrag; mediasie in kommunikasie en die konstruksie van die werklikheid; die implikasies van hierdie sake vir die onderwyser, regsgeleerde en ontwikkelingskonsultant; menslike persepsie; die semiotiek; visuele kodes en die betekenis daarvan; bestudering van toepaslike tekste.					
<b>AFR 155</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Leesvaardigheid</b> Verskillende leestegnieke (soeklees, spoedlees, ens.); teksinterpretasie (van verskillende genres) m.b.t. seleksie en strukturering van informasie; beoordeling van volledigheid en relevansie van informasie; voorbereiding vir die skryfproses; teksproduksie (bv. skryf van 'n samevatting); inleiding tot argumentasie.					
<b>AFR 156</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Skryfvaardigheid</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Skryfstrategieë, taakoriëntering, die opstel van 'n bouplan vir die teks, ens. (in aansluiting by teksstruktuur en leesvaardigheid); aspekte van uiterlike teksstruktuur soos die titel, inleiding, paragraafindeling, inhoudsopskrifte en konklusie; leestekengebruik, tegniese afwerking en literatuurverwysings; stylkenmerke soos afstemming op die doelgroep en registerkeuse met spesifieke verwysing na saaklike tekste.					
<b>AFR 157</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Teksstruktuur</b> Kommunikasie in die samelewing met spesifieke verwysing na die verskillende boodskappe wat 'n teks kan bevat; teksstruktuur aan die hand van die tema, hoofvrae en kernantwoorde; 'n aantal vaste teksstrukture, naamlik die probleem-struktuur, evaluasiestructuur, handeling-struktuur en navorsingstruktuur.					
<b>AFR 158</b>	<b>Afrikaans</b>	<b>AFR 100</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Tekste vir die sakewêreld</b> Praktiese toepassing van die beginsels van leesvaardigheid, teksstruktuur en skryfvaardigheid; teksgenres soos sakebriewe, verslae, werkopdragte, notules, ens. aan die hand van die bestudering, beoordeling en korrigering van eksemplare daarvan; die konstruering van eie tekste.					
<b>AFR 251</b>	<b>Afrikaans</b>	<b>AFR 210</b> <b>AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Afrikaanse pragmatiek</b> Temas soos die volgende met spesifieke verwysing na Afrikaans: die kommunikasieproses; kommunikatiewe vaardigheid; gespreksstrategieë; gespreksbeginsels; taalfunksies; taalhandelinge; die taalgebruiker se sosiokulturele kennis; nieverbale aspekte van kommunikasie.					
<b>AFR 252</b>	<b>Afrikaans</b>	<b>AFR 210</b> <b>AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Afrikaans vir die onderwys 2</b> Verdere bestudering van Kurrikulum 2005 en uitkomsgebaseerde onderwys; verskillende vorme van diskoersanalise waardeur bv. die artistieke, literêre, ideologiese, werklikheidsvormende en manipulerende aard van tekste blootgelê kan word; verskillende soorte inligtingsbronne by literatuurstudie (identifikasie, opsporing, evaluering, gebruik, ens.); intensiewe studie van enkele Afrikaanse tekste uit verskillende genres.					
<b>AFR 253</b>	<b>Afrikaans</b>	<b>AFR 210</b> <b>AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Literatuur- en kultuurstudie</b> Die wetenskaplikheid van literatuurstudie; deelgebiede van die literatuurwetenskap; literatuurstudie en/of kultuurstudie; kultuur en kultuuroordrag; eietydse kultuurverskynsels.					
<b>AFR 254</b>	<b>Afrikaans</b>	<b>AFR 210</b> <b>AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Verskynsels in Afr prosa</b> Temas soos: die tuin en die sewe sondes; die ontwikkeling van die Afrikaanse prosa oor 'n tydperk van honderd jaar enersyds en die kreatiewe, bevrugtende rol van die ouer prosa in die eietydse prosa andersyds; die vrou in verskillende verhoudings; die vrou en die sprokie; parodiëring van die tradisionele liefdesroman.					
<b>AFR 255</b>	<b>Afrikaans</b>	<b>AFR 210</b> <b>AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Afr poësie van '60 en '70</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>Kontekstuele bestudering van die sisteem en eienskappe van die Afrikaanse poësie van 1955–1976; politieke en filosofiese invloede op die ontstaan van Sestig (plaaslik en internasionaal); sensuur, die rol van vroue; verskillende religieuse opvattinge; die literêre tradisie en die rol van Afrikaanse digters buite die landsgrense.</p>					
<b>AFR 256</b>	<b>Afrikaans</b>	<b>AFR 210 AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<p><b>Die Afrikaanse woordeskat</b>  Herkoms van die Afrikaanse woordeskat; die bou van Afrikaanse woorde (die funksies en betekenisse van affikse, soorte komplekse woorde, morfologiese variasie); aspekte van woordbetekenis (verskillende soorte betekenis, meerduidigheid, betekenisverhoudings tussen woorde)</p>					
<b>AFR 257</b>	<b>Afrikaans</b>	<b>AFR 210 AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<p><b>Taalpolitiek van Afrikaans</b>  Nie-primêre spraakgemeenskap teenoor sekondêre spraakgemeenskap; die belangrikheid van die nie-primêre spraakgemeenskap van Afrikaans; die instrumentele en die simboliese betekenis van Afrikaans binne die nie-primêre spraakgemeenskap; variëteite binne die nie-primêre spraakgemeenskap van Afrikaans; gepidginiseerde Afrikaans (met Flaaitaal as voorbeeld); Mathews Phosa as nie-primêre spreker-digter van Afrikaans.</p>					
<b>AFR 258</b>	<b>Afrikaans</b>	<b>AFR 210 AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<p><b>Drama</b>  'n Oorsig oor die Westerse drama aan die hand van verteenwoordigende tekste; Middelnederlandse en 17de-eeuse Nederlandse dramas; die kabaret; kontemporêre dramatekste.</p>					
<b>AFR 259</b>	<b>Afrikaans</b>	<b>AFR 210 AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<p><b>Media en identiteit</b>  Koerante (bv. verslaggewing oor die “Ander”, marginalisering van groepe); populêre tydskrifte (kulture, subkulture); sitkoms (stereotipering as uitdrukking van die self en die “Ander”); advertensies (in latere jare dié kultuurskat van die 20ste eeu?).</p>					
<b>AFR 260</b>	<b>Afrikaans</b>	<b>AFR 210 AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<p><b>Omgewingsletterkunde</b>  Omgewingsletterkunde binne breë ekologiese konteks as wêreldwye brandpunt van die laat 20ste eeu; 'n oorsig oor jag in Suid(er)-Afrika; etologiese en (paleo)-antropologiese beskouings in Afrikaanse literêre tekste (veral Eugène N. Marais); beskouings van “landskap” en “natuur” in die Afrikaanse en Nederlandse letterkunde.</p>					
<b>AFR 261</b>	<b>Afrikaans</b>	<b>AFR 210 AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<p><b>Woordvolgordeverskynsels</b>  Die ordening van Afrikaanse woorde in sinstukke en sinne; woordordewysiging; die gebruik van voegwoorde waar sinsorde nie verander nie; die gebruik van voegwoorde waar sinsorde wel verander; woordorde-beïnvloeding.</p>					
<b>AFR 351</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Afrikaanse poësie</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Die poësie van o.m. Eugène Marais, Van Wyk Louw, Eybers, Opperman, Blum en Cussons in die konteks van kontemporêre literêr-teoretiese en ander temas en diskoerse, bv. die "dood" van die outeur, representasie, poëtikas, identiteit en subjek(tiwiteit).					
<b>AFR 352</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Afrikaanse prosa: die vernuwing van Sestig en sy nawerking</b>					
Die vernuwing van Sestig en die nawerking daarvan in die latere dekades met nadruk op die hooffigure van Sestig en die verskillende vlakke waarop die vernuwing hom gemanifesteer het, bv. tegnies en tematies.					
<b>AFR 353</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Afrikaans vir die onderwyser (3)</b>					
Gevorderde studie van Kurrikulum 2005 en uitkomsgebaseerde onderwys met inagneming van ander taalkurrikula; literêre vaardigheid as doelstelling van literatuur-onderwys; funksies van literatuuronderwys; insigte uit die moderne taal- en literatuurwetenskap; Afrikaanse verhalende prosa, poësie en drama binne 'n geïntegreerde, kommunikatiewe en uitkomsgebaseerde onderrigbenadering, ouer literatuur in die skoolsillabus; portefeuljesamstelling.					
<b>AFR 354</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Taal, kultuur en denke</b>					
Betekenisgewing word beskryf vanuit 'n meerdimensionele perspektief, wat sowel die grammatika, kognitiewe prosesse, wêreldkennis en wêreldervaring verrek. Binne hierdie perspektief word verskynsels soos gemotiveerdheid en arbitrariteit, betekenis- en gebruiksvariasie, pejoriserende en melioriserende, seksisme, rassisme en ideologiese polisemie (in die politieke leksikon) bespreek.					
<b>AFR 355</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Afr literatuur en kultuur</b>					
Temas soos: 'n sistemiese benadering tot outeurs, lesers, instansies, teks en sosiale konteks as basis vir die (vergelykende, multidissiplinêre) studie van kulturele en literêre identiteite in Suid-Afrika; beeldvorming oor Afrika in literêre tekste vanuit verskillende perspektiewe: bv. dié van die reisiger en die inwoner en die koloniseerder en die gekoloniseerde.					
<b>AFR 356</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Die dinamiek van Afrikaans</b>					
Die historiografie van Afrikaans, met spesifieke aandag aan die drie historiese variëteite Kaapse Afrikaans; Oranjerivier-afrikaans en Oosgrensafrikaans.					
<b>AFR 357</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Taalpolitiek van Afrikaans</b>					
Die agtergrond en geskiedenis van taalbeplanning; taalbereëning in Suid-Afrika, met spesifieke verwysing na Afrikaans; die beginsels onderliggend aan 'n regverdigde taalbedeling in 'n meertalige land asook die huidige taalpolitieke situasie in Suid-Afrika					
<b>AFR 358</b>	<b>Afrikaans</b>		<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Redigering</b>					
Versorging van Afrikaanse tekste met betrekking tot korrekte taal- en leesteken-gebruik, feitelike korrektheid, bibliografiese versorging, teksstruktuur, en skryf vir verskillende teikengroepe.					
<b>AFT 151</b>	<b>African languages</b>	<b>SEP 101,102 STW101,102</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
		ZUL 101,102			
<p><b>'Ubuntu/Botho'</b> Nguni and Sotho concepts, customs and practices pertaining to aspects such as the following: 'UBuntu/Botho'; language and philosophy/approach to life; cultural etiquette; names: origin, meaning and pronunciation of place and personal names; words and concepts from the African languages which are found in daily life; Afrikaans / English words borrowed from the African languages.</p> <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of an African language is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 152	African languages	SEP 101,102 STW101,102 ZUL 101,102	A&E - 2 lpw	A&E - 2 lpw	4
<p><b>Traditional life</b> The depiction of Nguni and Sotho cultural, social and religious practices and traditions as found in the literatures of the African languages. Includes aspects such as courtship and marriage (traditional and modern); traditional religious practices; traditional healers and healing; death and mourning; witchcraft; traditional laws; the traditional home and homestead; traditional clothing, utensils and craft; traditional music, musical instruments and songs; traditional food and drink and their preparation; cattle and cattle names; naming practices; the history of the Nguni and Sotho peoples, etc.</p> <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of an African language is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 153	African languages		A&E 2 lpw	A&E - 2 lpw	1
<p><b>Official languages of SA</b> A short overview of the history, development and general features of the indigenous African languages.</p> <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of an African language is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 251	African languages	SEP 201,201 STW201,202 ZUL 201,202	A&E - 2 lpw	A&E - 2 lpw	4
<p><b>Literary history</b> Historical overview of the development of the literatures of the indigenous African languages.</p> <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of an African language is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 252	African languages		A&E - 2 lpw	A&E - 2 lpw	3
<p><b>Tsotsi language &amp; other varieties</b> An overview of various language varieties found in the Nguni and Sotho languages. Attention is paid to language varieties such as: 'Tsotsitaal' / 'Flaaitaal'; other cosmopolitan colloquial languages; code-switching; 'hlonipha' language' (language of respect) and Fanakalo. It is not expected of students to acquire proficiency in these language varieties and to be able to converse, as this module covers only the most</p>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>salient features of these language varieties, illustrated with suitable examples.</p> <ul style="list-style-type: none"> <li>• <i>Presented as from 2001</i></li> <li>• <i>No prior knowledge or experience of an African language is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 351	African languages	SEP 301,302 STW301,302 ZUL 301,302	A&E - 2 lpw	A&E - 2 lpw	2
<p><b>Oral literature</b></p> <p>An overview of the nature, most important features and various genres of the oral literatures of the African languages. Includes the discussion of folklore, songs, traditional dramas, traditional praise poems, riddles, sayings and idioms.</p> <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of an African language is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 352	African languages		A&E - 2 lpw	A&E - 2 lpw	4
<p><b>African language dictionaries</b></p> <p>Analysis of macro- and microstructures of mono- and bilingual African language dictionaries. Aspects of dictionary use and the teaching of dictionary use. Problematic aspects of African language lemmatisation. Writing entries in mono- and bilingual African language dictionaries by means of predetermined frameworks using corpora. Advanced compilation techniques in corpus based mono- and bilingual African language dictionaries.</p> <ul style="list-style-type: none"> <li>• <i>Presented as from 2002</i></li> <li>• <i>Requires prior knowledge of an African language.</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 353	African languages		A&E - 2 lpw	A&E - 2 lpw	4
<p><b>Language classifications</b></p> <p>The distinction between the terms 'African languages' and 'Bantu languages'. An overview of the various classifications of the languages of Africa, the 'Bantu languages' and the 'South Eastern Bantu languages'. The distribution of these languages. Various theories regarding the possible origin of specifically the 'Bantu languages'.</p> <ul style="list-style-type: none"> <li>• <i>Presented as from 2002</i></li> <li>• <i>Requires prior knowledge of an African language.</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
AFT 354	African languages		A&E - 2 lpw	A&E - 2 lpw	2
<p><b>Lexicography &amp; terminography</b></p> <p>The principles and practice of bilingual and multilingual lexicography, e.g. equivalence relationships, and equivalence problems with regard to culturally diverse language pairs; terminologisation of languages, etc.</p> <ul style="list-style-type: none"> <li>• <i>Presented as from 2002</i></li> <li>• <i>Requires prior knowledge of an African language.</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>AFT 355</b>	<b>African languages</b>	<b>ZUL 301,302 NDE 302</b>	<b>A&amp;E, Zulu, Ndebele - 2 lpw</b>	<b>A&amp;E, Zulu, Ndebele - 2 lpw</b>	<b>4</b>
<b>Classification of Nguni languages</b> The position of the Nguni languages within the 'Bantu language family'. Classification and distribution of the Nguni languages. The most salient phonetic, morphological and morphological features of the Nguni languages and dialects. <ul style="list-style-type: none"> <li>• <i>Requires prior knowledge of an African language.</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
<b>AFT 356</b>	<b>African languages</b>	<b>SEP 301,302 STW 301,302</b>	<b>A&amp;E, Sep, Set 2 lpw</b>	<b>A&amp;E, Sep, Sets 2 lpw</b>	<b>4</b>
<b>Classification of Sotho</b> The position of the Sotho languages within the 'Bantu language family'. Classification and distribution of the Sotho languages. The most salient phonetic, morphological and morphological features of the Sotho languages and dialects. <ul style="list-style-type: none"> <li>• <i>Requires prior knowledge of an African language.</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
<b>AGL 151</b>	<b>Archaeology</b>	<b>AGL 111</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>World Archaeo-chronology</b> Archaeology as a historical science. The timeline concept: dating techniques and artifacts. The sequence of humans, cultures and climatic periods in South African and the world.					
<b>AGL 152</b>	<b>Archaeology</b>	<b>AGL 121</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>From hunters to city-dwellers</b> Humans and lifestyles in interaction with prehistoric and historic environments. Examples of humans and cultures during various climatic and cultural periods. Prehistory and early history of humankind.					
<b>AGL 153</b>	<b>Archaeology</b>	<b>AGL 122</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Material culture heritage</b> Description, classification and interpretation of material cultural heritage. Origin and significance of foreign cultures in African. Indigenization of foreign cultures in Africa.					
<b>AGL 251</b>	<b>Archaeology</b>	<b>AGL 211</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>African Stone Age cultures</b> Overview of the concepts prehistoric culture and prehistoric environment. Hunter-gatherer and Stone Age phases of the Pliocene, Pleistocene and Holocene. Change from hunting to nomadic animal husbandry during Holocene. Identification and interpretation of Stone Age sites and artifacts.					
<b>AGL 252</b>	<b>Archaeology</b>	<b>AGL 221</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>African Iron Age cultures</b> Iron Age complexes and kingdoms of East and Southern African. Prehistoric mining activities, metalworking and trade networks. Cultural ecology of the Iron Age.					
<b>AGL 253</b>	<b>Archaeology</b>	<b>AGL 222</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Archaeological field research</b> The nature of archaeological data, fieldwork and project design. Types of archaeological sites and features. Site identification, mapping, documentation and interpretation.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Stratigraphy. The field laboratory. Record management and field research procedures. Ethics and legislation.					
<b>AGL 351</b>	<b>Archaeology</b>	<b>AGL 311</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Ethno-/Historical Archaeology</b>					
The nature, sources, techniques and examples of Ethno-Archaeology and Historical Archaeology. Themes, periods and applications in Southern Africa. The history of communities, sites, settlement patterns and structures.					
<b>AGL 352</b>	<b>Archaeology</b>	<b>AGL 312</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Archaeological collections</b>					
Archaeological Stone Age, Iron Age collections and Historical Period. Archaeometry. Documentation techniques, information systems and collection management.					
<b>AGL 353</b>	<b>Archaeology</b>	<b>AGL 312</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Contract Archaeology</b>					
Archaeological impact studies and Contract Archaeology: nature, procedures, policy, legislation and ethics. Management of the archaeological heritage: case studies.					
<b>AKG 151</b>	<b>Ancient languages</b>	<b>AKG 110</b>	<b>A&amp;E - 2 lpw</b>		<b>1</b>
<b>History &amp; Literature: ANE</b>					
The history of Mesopotamia, Egypt and Palestine from circa 5000 BC to the beginning of the Common Era is dealt with in broad outline. The development of writing is traced and some of the more important documents and the flowering of literature are treated. Special attention is paid to the literature of Palestine.					
<b>AKG 152</b>	<b>Ancient languages</b>	<b>AKG 110</b>	<b>A&amp;E - 2 lpw</b>		<b>2</b>
<b>Religion &amp; Life: ANE</b>					
A brief introduction to the religion and mythology, daily life and customs of the Ancient Near East, Palestine and Egypt. The daily life and customs of the peoples who lived in Mesopotamia, Egypt and Palestine since the Stone Age up to the beginning of the Common Era are treated. The main features of the mythology of the three areas are sketched and the religious institutions and observances of the different regions are discussed.					
<b>AKG 153</b>	<b>Ancient languages</b>	<b>AKG 120</b>	<b>A&amp;E - 2 lpw</b>		<b>3</b>
<b>History &amp; literature: GRW</b>					
A brief introduction to the history and literature of the Graeco-Roman world. The geography of Greece, and then that of the Roman world, is discussed in broad outline. Then attention is given to specific topics like the political development of Greece, Alexander and the Hellenistic world, the origin and political development of Rome and the Roman Principate. In the section on literature, a general introduction to Greek and Roman epic, tragedy and poetry is given. Various examples of each of these genres are discussed in translation from different perspectives, such as literary, religious and mythological criteria.					
<b>AKG 154</b>	<b>Ancient languages</b>	<b>AKG 120</b>	<b>A&amp;E - 2 lpw</b>		<b>4</b>
<b>Religion &amp; Life: GRW</b>					
A brief introduction to the religion and mythology, daily life and customs of the					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>Graeco-Roman world. A general introduction is given of the nature and content of Graeco-Roman religion and mythology. Special attention is given to creation myths (heaven, earth, gods and men), beliefs concerning the Underworld and the fate of the soul and the nature, functions, attributes and myths of some important deities like Zeus-Jupiter-Amon, Apollo, Dionysos-Bacchus, etc. As far as social customs and daily life are concerned, topics like houses, medicine, the status of women, etc. are discussed.</p>					
<b>AKG 251</b> <b>AKG 351</b>	<b>Ancient languages</b>	<b>AKG 210</b> <b>AKG 310</b>	<b>A&amp;E - 2</b> <b>lpw</b>		<b>1a</b>
<p><b>Mythology of the GRW</b> Graeco-Roman Mythology and its lasting influence on Western literature, art and music. The ancient perception of myth is discussed with reference to a specific topic from Graeco-Roman mythology, e.g. the myth of Orpheus as well as later interpretations of it in post Classical Medieval, Renaissance and modern literature, music and art.</p> <ul style="list-style-type: none"> <li>• <i>Only presented every alternate year.</i></li> </ul>					
<b>AKG 252</b> <b>AKG 352</b>	<b>Ancient languages</b>	<b>AKG 210</b> <b>AKG 310</b>	<b>A&amp;E - 2</b> <b>lpw</b>		<b>2a</b>
<p><b>Drama as genre</b> Graeco-Roman drama as genre in the ancient world and its influence on Western literature. Firstly, a brief introduction is devoted to theatres in the ancient world, with specific reference to the theatre itself, decor, actors, costumes and audience. Then one ancient drama is read in translation and discussed, for example a Greek tragedy of either Sophocles or Euripides, or a Roman tragedy by Seneca, or one of the comedies of Plautus or Terence.</p> <ul style="list-style-type: none"> <li>• <i>Only presented every alternate year.</i></li> </ul>					
<b>AKG 253</b> <b>AKG 353</b>	<b>Ancient languages</b>	<b>AKG 220</b> <b>AKG 320</b>	<b>A&amp;E - 2</b> <b>lpw</b>		<b>3a</b>
<p><b>Art in the ancient world</b> Following the main historical periods, the art and crafts of the ancient world is studied, with special attention to the specific techniques, characteristics and development in each era, with due consideration of the aesthetic appreciation of some typical examples. Special attention is given to Mesopotamian pottery, sculpture and metal work, as well as the sculpture, painting and metal work (including jewelry) of ancient Egypt and Greece and finally the sculpture, mosaics, glass and metal work of the Roman world.</p> <ul style="list-style-type: none"> <li>• <i>Only presented every alternate year.</i></li> </ul>					
<b>AKG 254</b> <b>AKG 354</b>	<b>Ancient languages</b>	<b>AKG 220</b> <b>AKG 320</b>	<b>A&amp;E - 2</b> <b>lpw</b>		<b>4a</b>
<p><b>Ancient iconography</b> Iconography of the ancient world. Firstly, topics from the iconography of the ancient Near East are studied in order to become acquainted with the way in which man in antiquity gave graphic expression to his reality. Special attention is given to the portrayal of the cosmos, their cosmogony and their portrayal of gods and kings. In the second place, the role, function, portrayal and meaning of icons in the Byzantine world are studied.</p> <ul style="list-style-type: none"> <li>• <i>Only presented every alternate year.</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
AKG 255 AKG 355	Ancient languages	AKG 210 AKG 310	A&E - 2 lpw		1b
<b>Art in the ancient world</b> Art in the world of the ancient Greeks and Romans. In the first place, attention is given to the art of painting, with specific reference to vase decoration, as well as mosaic work in the following periods: Crete and Mycenae, proto-geometric and geometric, archaic, classical, Hellenistic, Etruscan and Roman. Furthermore, the various aspects and characteristics of early Christian art and the specific characteristics of Byzantine art are studied. Attention is paid to symbols, inscriptions, sarcophagi and the portrayals in the catacombs. The art of several churches, like San Vitalis, S. Appollinaris Nuovo and Gallia Placidia is discussed in detail. • <i>Only presented every alternate year.</i>					
AKG 256 AKG 356	Ancient languages	AKG 210 AKG 310	A&E - 2 lpw		2b
<b>Great figures of antiquity</b> Some interesting figures of the ancient world. A study is made of some great figures of the ancient world in order to better understand their lives and the world in which they lived. Attention is paid to their achievements and their influence on the world after them, with special reference to aspects like social values, the role of ideology and religion and the perception of man in the ancient world. • <i>Only presented every alternate year.</i>					
AKG 257 AKG 357	Ancient languages	AKG 220 AKG 320	A&E - 2 lpw		3b
<b>The influence of GR Mythology</b> A further study of Graeco-Roman Mythology and its lasting influence on Western literature, art and music. With reference to specific topics from Graeco-Roman mythology, e.g. the myth of Orpheus, the ancient version of the myth in question, as well as later interpretations in the literature, art and music of the post-Classical, Medieval, Renaissance and modern periods are discussed. • <i>Only presented every alternate year.</i>					
AKG 258 AKG 358	Ancient languages	AKG 220 AKG 320	A&E - 2 lpw		4b
<b>Ancient narrative art</b> Narrative art in the ancient world: Gilgamesh and Joseph. A general survey is given in broad outline of narrative art in ancient Mesopotamia and Israel. As examples, the epic of Gilgamesh and the story of Joseph are analyzed as narratives and compared with each other. The place of each of these two narratives within its own context is discussed. • <i>Only presented every alternate year.</i>					
ALW 151	Afrikaans	ALW 110	A&E 2 lpw		1
<b>Genre theory I</b> Genre theory I (theory of narrative) is the study of types of literature and views on this; theory of narrative: story, text, narration, focalization, manipulation of time, etc.					
ALW 152	Afrikaans	ALW 110	A&E 2 lpw		2
<b>Genre theory II</b> Genre theory II (theory of poetry) is the study of types of literature and views on this; theory of poetry: reading texts as poetry, communication in poems, poetic traditions,					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
poetry and rhetoric.					
<b>ALW 153</b>	<b>Afrikaans</b>	<b>ALW 120</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>20<sup>th</sup> Century Literature</b> Introduction to 20 <sup>th</sup> century approaches to literature investigates the positivistic approach; autonomous movements: Russian Formalism, New Criticism; Structuralism/Semiotics; the role of the reader; critical examination of these approaches.					
<b>ALW 154</b>	<b>Afrikaans</b>	<b>ALW 120</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<b>Theoretical literary study</b> Introduction to theoretical literary study focuses on the nature, function and importance of theoretical literary study; literary communication; literary systems; the concepts code, (inter)text(tuality), literature, literary games.					
<b>ALW 251</b>	<b>Afrikaans</b>	<b>ALW 200</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Cont. Lit. Theory <i>Capita selecta</i></b> <i>Capita selecta</i> from contemporary literary theory is a selection from the following: linguistic criticism (literary linguistics), reception theory, post-structuralism and deconstruction, New Historicism, gender studies, post-colonialism.					
<b>ALW 252</b>	<b>Afrikaans</b>	<b>ALW 210</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Contemporary cultural studies</b> Contemporary cultural phenomena and production; discourse, ideology and power; representation, image forming, cultural identity; policies on culture.					
<b>ALW 351</b>	<b>Afrikaans</b>	<b>ALW 320</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Literary research</b> The concepts science and research; types of research within and about literary systems; the use of the computer in literary research; planning and executing a research project of limited scope.					
<b>ALW 352</b>	<b>Afrikaans</b>	<b>ALW 320</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<b>Comparative literary studies</b> Comparative literary studies: principles and practice. Theoretical and comparative literary studies; comparative study of e.g. themes, currents and views on literature; the relationship between literature and other art forms; translation study.					
<b>APL 151</b>	<b>Anthropology</b>	<b>APL 111</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Dynamics of Anthropology</b> Nature and scope of Anthropology: subdivisions, areas of specialization and relationship with other disciplines. Key concepts: culture, cultural relativism and cultural dynamics. Nature of anthropological field research. Practical value of anthropological knowledge and skills: cultural brokerage and related fields of application. Anthropology as a profession. Ethical considerations.					
<b>APL 152</b>	<b>Anthropology</b>	<b>APL 112</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Bio-cultural evolution</b> Humans in the biological world: genetic and acquired characteristics. Modern humans as a product of evolution: Ramapithecus to Homo sapiens. Culture as humans' survival kit. Human physical and cultural diversity: causes and implications. Inborn (instinctive) and learned human activities and behaviour patterns.					
<b>APL 153</b>	<b>Anthropology</b>	<b>APL 121</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Cultures in Southern Africa</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Africa as probable cradle of humankind. Origin of the physical and cultural diversity of Africa's inhabitants. Main migrations and cultural clusters in Africa: linguistic and other forms of classification. The population groups of Southern Africa: origin and culture traits. The nation-building process in South Africa in socio-cultural perspective.					
<b>APL 154</b>	<b>Anthropology</b>	<b>APL 122</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Human life-cycle</b>					
Birth and name-giving. Pre-marital relationships, courtship and betrothal. Initiation and the attainment of adult status. Sexuality: sexually-positive and sexually-negative cultures; nonreproductive sexuality. Choice of a marriage partner: preferential and prohibited marriages. Contractual and ceremonial aspects of marriage. Types of marriage: monogamy, polygyny and polyandry. Dissolution of marriage and perpetuation after death. Elderliness, death and burial customs.					
<b>APL 251</b>	<b>Anthropology</b>	<b>APL 211</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Descent and family relations</b>					
Kinship: lineal and collateral kin and affines. Social units: families, lineages, clans, totem groups, tribal groups, phratries and moieties. Settlement patterns and post-nuptial residence. Kinship terminology and implications for behaviour. Ritual kinship and adoption/fosterage in different cultures. Social stratification and prestige: genderism, caste, class and slavery. Age, gender, vocation and secrecy as basis for association. Impact of urbanisation, economic changes, violence and epidemics on social structure and organisation.					
<b>APL 252</b>	<b>Anthropology</b>	<b>APL 212</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Authority and conflict</b>					
Sources of authority in different cultures. Types of authority figures and institutions: kin groups, ceremonial groups, rames, Big Men, elders and tribal chiefs. Conflict resolution: retaliation, ordeal, games, mediation, arbitration, moots and courts. The exercise of authority: law enforcement, diplomacy, warfare and the allocation of goods and services. Indigenous authority figures and institutions in South Africa. The indigenous court system. Conflict between land tenure systems and the exercise of authority in South Africa.					
<b>APL 253</b>	<b>Anthropology</b>	<b>APL 221</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>African explanations</b>					
African perceptions regarding the human body and its attributes. The power qualities of all phenomena: protective and luck-enticing medicines and objects. Existential conditions of human beings: purity and impurity, being hot and being cool, varying conditions of being ill. The supreme being, gods and ancestral spirits as causal agents. Living fellow humans as causal agents: magic, witchcraft and sorcery. Natural causes of illness, death and misfortune. Individual moral responsibility. Sacrifices as remedial actions. The role of traditional healers. Reconciliation of African oriented and other medical and health care systems.					
<b>APL 254</b>	<b>Anthropology</b>	<b>APL 222</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Cultural values and nature</b>					
Value systems as an anthropological field of study. Cultural perceptions and value judgements regarding celestial bodies, climatological phenomena, water, soil, fauna and flora: implications for nature conservation and agricultural development. Utilization of natural resources in subsistence farming. Images of time and time management. Cultural brokerage in the field of nature conservation and agricultural development: utilization of indigenous knowledge and skills.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>APL 351</b>	<b>Anthropology</b>	<b>APL 311</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Cultures in West Africa</b>					
The population groups of West Africa: origin and principal divisions. Comprehensive ethnographic study of a West African culture cluster.					
<b>APL 352</b>	<b>Anthropology</b>	<b>APL 312</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Cultures in East Africa</b>					
The population groups of East and Central Africa: origin and principal divisions. Comprehensive ethnographic study of an East or Central African culture cluster.					
<b>APL 353</b>	<b>Anthropology</b>	<b>APL 321</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Culture change</b>					
Culture change as a process of re-adaptation to the ever-changing human environment. Sources of culture change: discovery, innovation, historical drift, diffusion, rebellion, revolt, acculturation and commercialization. The impact of urbanization and the technological revolution. Globalization and the probability of a single world culture. Reaction to change: cultural revitalization and nativism. The interplay between cultural identity (ethnicity) and nation building.					
<b>APL 354</b>	<b>Anthropology</b>	<b>APL 322</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Ethnographic research method</b>					
The nature of ethnographic research. Ethno-historical research: determining chronology, genealogical studies, recording of oral tradition and life histories. Diffusionist, evolutionist, functionalist and acculturation studies. Idiographic and nomothetic research: the requirement of problem sensitivity and applicability. Process and method of ethnographic data collection: generation of hypotheses, preparation, data collection and verification techniques (interviewing, participant observation, network analyses, case studies). The utilization of anthropological research methods in multi-disciplinary research projects.					
<b>BGN 151</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>BGN 200</b>	<b>A - 3 lpw</b> <b>2 ppw</b>		<b>1</b>
<b>Metabolism</b>					
This module introduces the student to the normal functioning of the body. It is achieved by investigating every physiological system, using models, slides and video material.					
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>BGN 152</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>BGN 200</b>	<b>A - 3 lpw,</b> <b>2 ppw</b>		<b>2</b>
<b>Endocrine system</b>					
This module introduces the student to the normal functioning of the body. It is achieved by investigating every physiological system, using models, slides and video material.					
<ul style="list-style-type: none"> <li>• <i>Closed.</i></li> <li>• <i>Requires departmental selection.</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>BGN 153</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>BGN 200</b>	<b>A - 3 lpw</b> <b>2 ppw</b>		<b>3</b>
<b>Basic hematology</b> This module introduces the student to the normal functioning of the body. It is achieved by investigating every physiological system, using models, slides and video material. <ul style="list-style-type: none"> <li>• <i>Closed.</i></li> <li>• <i>Requires departmental selection.</i></li> </ul>					
<b>BGN 154</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>BGN 200</b>	<b>A - 3 lpw</b> <b>2 ppw</b>		<b>4</b>
<b>Basic Anatomy</b> This module introduces the student to basic anatomical concepts regarding body areas, levels, and axis of motion and anatomical terminology. Development anatomy forms the first part of the course. From where the student continues to the study of osteology, arthrology, skeletal-muscular system, nerve innervation, anatomy of the brain and the cardio-respiratory system. An important aspect of the course is the movement anatomy and a great deal of time is spent on that. The student will also take part in practical sessions during which they will work on models. <ul style="list-style-type: none"> <li>• <i>Closed.</i></li> <li>• <i>Requires departmental selection.</i></li> </ul>					
<b>BGN 251</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>BGN 300</b>	<b>A - 3 lpw</b> <b>2 ppw</b>		<b>1</b>
<b>Bio-energetics</b> This module focuses on the dynamics of the human energy systems and related physiology before, during and after physical activity and/or exercise. This comprises the study of anaerobic and aerobic metabolism, maintenance of the acid-base balance in the body and the role of ergogenic substances. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>BGN 252</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>BGN 300</b>	<b>A - 3 lpw</b> <b>2 ppw</b>		<b>2</b>
<b>Respiration</b> This module focuses on the dynamics of the human respiration and related physiology before, during and after physical activity and/or exercise. This comprises the study of gas laws in the exchange and transport of oxygen and carbon dioxide under normal, hypobaric and hyperbaric environmental conditions. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>BGN 253</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>BGN 300</b>	<b>A - 3 lpw</b> <b>2 ppw</b>		<b>3</b>
<b>Biomechanics</b> This module focuses on the biomechanical principles involved in human locomotion and sports activities. This comprises the study and analysis of the form of human					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
motion, linear and angular kinematics, linear and angular kinetics and fluid dynamics. • <i>Closed - requires departmental selection.</i>					
<b>BGN 254</b>		<b>BGN 300</b>	<b>A - 3 lpw 2 ppw</b>		<b>4</b>
<b>Biokinetics, sport &amp; recreational sciences</b> <b>Bio-ergonomics</b> In this module the primary focus is on the cardiovascular system and thermo-regulation. Incisive analyses of the anatomical structure of the two systems are made and how this systems function during exercise and in different climate conditions. • <i>Closed - requires departmental selection.</i>					
<b>BIB 111</b>		<b>BIB 111</b>	<b>A&amp;E - 3 lpw 1 ppw</b>	<b>A&amp;E - 3 lpw</b>	<b>1</b>
<b>Information science &amp; Library science</b> <b>Study of information sources</b> Library orientation, the various sciences, information sources in the bibliographic chain and evaluation of sources, use of sources in the bibliographic chain.					
<b>BIB 112</b>		<b>BIB 112</b>	<b>A&amp;E - 3 lpw 1 ppw</b>	<b>A&amp;E - 3 lpw</b>	<b>2</b>
<b>Information science &amp; Library science</b> <b>Information &amp; standards</b> An overview and comparison of the present state of library and information services in Africa, initiatives for co-operation, the book as object, production of information sources, bibliographic control, standards with regard to the creation, distribution and organization of information sources.					
<b>BIB 121</b>		<b>BIB 121</b>	<b>A&amp;E - 3 lpw 1 ppw</b>	<b>A&amp;E - 3 lpw</b>	<b>3</b>
<b>Information science &amp; Library science</b> <b>Readership</b> Reading as a form of communication, reading behaviour, act of reading, effects of reading, building of collections, evaluating and weeding of collections, selection, censorship, copyright, resource sharing and preservation of sources.					
<b>BIB 122</b>		<b>BIB 122</b>	<b>A&amp;E - 3 lpw 1 ppw</b>	<b>A&amp;E - 3 lpw</b>	<b>4</b>
<b>Information science &amp; Library science</b> <b>Management of info services</b> Introduction to management, basic concepts, information service organizations, e.g. libraries, information services and publishers, management functions in libraries, introduction to record management, employees in the information services organizations, profiles, interpersonal skills and communication, personal time management.					
<b>BIB 211</b>		<b>BIB 211</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		<b>1</b>
<b>Information science &amp; Library science</b> <b>Cataloguing of books</b> Library catalogues: Cataloguing codes. Anglo-American Cataloguing Rules.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>BIB 212</b>	<b>Information science &amp; Library science</b>	<b>BIB 212</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		<b>2</b>
<b>Cataloguing of non-book mat</b> Bibliographic networks and consortia, authority control, quality control Anglo-American Cataloguing Rules.					
<b>BIB 221</b>	<b>Information science &amp; Library science</b>	<b>BIB 221</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		<b>3</b>
<b>Subject cataloguing</b> Classification, principles of Dewey Decimal Classification system, subject headings, Sears and Library of Congress Subject Headings.					
<b>BIB 311</b>	<b>Information science &amp; Library science</b>	<b>BIB 311</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		<b>1</b>
<b>Readership</b> User needs, survey methods, user education, bibliotherapy, service to specific groups, e.g. children, promotion of reading, community information and collection building policy.					
<b>BIB 312</b>	<b>Information science &amp; Library science</b>	<b>BIB 312</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		<b>2</b>
<b>Management of info services</b> Development of management concepts and models, entry level and middle-level management, human resources management, management of change.					
<b>BIB 321</b>	<b>Information science &amp; Library science</b>	<b>BIB 321</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		<b>3</b>
<b>Reference work</b> Reference service, reference process, reference interviews, information searches: all sources and all media, actuality services, search result and document delivery.					
<b>BIY 221</b>	<b>Information science &amp; Library science</b>	<b>BIY 221</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		
<b>Indexing and abstracting</b> Principles of micrographic indexing, indexing, abstracting, and thesaurus construction.					
<b>BIY 222</b>	<b>Information science &amp; Library science</b>	<b>BIY 222</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		
<b>Online cataloguing</b> Exchange of bibliographic data, MARC formats, USMARC, cataloguing of electronic sources, expert systems, and cataloguing programmes.					
<b>BIY 322</b>	<b>Information science &amp; Library science</b>	<b>BIY 322</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		
<b>Information organizations I</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
School libraries, special libraries, community information centres and other information services organizations.					
<b>BIY 323</b> <b>Information science &amp; Library science</b>		<b>BIY 323</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		
<b>Resource sharing</b> Co-operative resource building and databases, bibliographic networks technology (Sabinet Online); South African consortia (Gaelic, Frelico, Calico, etc.); regional projects (eg. The Catnip-project).					
<b>BIY 324</b> <b>Information science &amp; Library science</b>		<b>BIY 324</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		
<b>Information organizations II</b> Acts on: legal deposits and publication depots, copyright, films and publications, labour relations, occupational health and basic service conditions.					
<b>BKK 100</b>	<b>Art</b>	<b>BKK 100</b>			
<b>Fine Arts I</b> <span style="float: right;"><b>{12 cr}</b></span> In these four modules the student will be introduced to the fundamental elements, principles, techniques and materials of the visual artist. The student will be orientated towards, and learn the basic precepts of Painting, Sculpture, Graphic Printmaking and other related visual information technologies such as design, photography and craft. <ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>BKK 200</b>	<b>Art</b>	<b>BKK 200</b>			
<b>Fine Arts II</b> <span style="float: right;"><b>{ 20 cr}</b></span> The primary focus of these four modules is on diversity of technique, medium, style and form and content. The student is given practical instruction on how to approach and apply various permutations of the above two- and three-dimensional arts. An analytical methodology is followed which should lead to critical evaluation and basic competency of the three main areas of study i.e. Painting, Sculpture and Graphic Printmaking. <ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires BKK 100</i></li> </ul>					
<b>BKK 300</b>	<b>Art</b>	<b>BHK 300</b>			
<b>Fine Arts III</b> <span style="float: right;"><b>{20 cr}</b></span> The primary focus of these four modules is on specific technique, medium and style highlighting individual peculiarities of expression and material of Painting, Sculpture and Graphic Printmaking. Crucial issues regarding the phenomenon of public taste, as it is influenced by the gradual democratization and technological development of society is addressed in practice and theory. <ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires BKK 200</i></li> </ul>					
<b>BKK 400</b>	<b>Art</b>	<b>BHK 400</b>			

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Fine Arts IV</b> <span style="float: right;"><b>{60 cr}</b></span>					
During these four modules the student must function at a professional level in a specific area of the visual arts. Two-dimensional, three-dimensional, electronic media or any other applied visual arts field of study must be researched at honours level and applied in practice.					
<ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires BKK 300 and VIT 300</li> <li>• Field of specialization depends on approval by the head of department.</li> </ul>					
<b>BYB 151</b>	<b>Bible studies</b>	<b>BYB 110</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Bible in a nutshell</b>					
Value of the scientific study of the Bible; introduction to the books of the Old Testament; introduction to the books of the New Testament.					
<b>BYB 152</b>	<b>Bible studies</b>	<b>BYB 110</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Bible countries then and now</b>					
Biblical history of Israel; Biblical archaeology; Geography of biblical countries in ancient and modern times.					
<b>BYB 153</b>	<b>Bible studies</b>	<b>BYB 120</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Pentateuch and Gospels</b>					
Introduction to the Pentateuch: the book Genesis (selections); Genesis 1-11; extra-biblical creation stories; interpretation of creation narratives; the Decalogue. Introduction to the Gospels: sources for Gospels; internal Gospel relationships; Christology; Jesus and the Kingdom of God; Synopsis and Johannine perspective.					
<b>BYB 154</b>	<b>Bible studies</b>	<b>BYB 120</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Kaleidoscope of religions</b>					
Study of religion; basic concepts applicable to various faiths; principles of categorizing religions. Judaism; Islam; Hinduism; Buddhism; traditional African religions.					
<b>BYB 251</b>	<b>Bible studies</b>	<b>BYB 210</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Storytellers, poets &amp; prophets</b>					
Introduction to narrative and poetry texts; introduction to deuteronomistic and chronic histories; introduction to Old Testament prophetic literature. Introduction to the Acts of the Apostles; methodology of biblical exposition (selected passages from above-mentioned literature, e.g. Ruth).					
<b>BYB 252</b>	<b>Bible studies</b>	<b>BYB 210</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>New Testament letters</b>					
Introduction to the books of Hebrews, James, 1 & 2 Peter, letters of John, Jude; general orientation to the Pauline letters; exposition of a selected Pauline text; aspects of the message of the Pauline letters; theology of Paul.					
<b>BYB 253</b>	<b>Bible studies</b>	<b>BYB 220</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Institutions and values</b>					
Religious and social institutions: temple, synagogue and church; development of the Christendom; modern trends in Christendom; biblical values; biblical perspectives on the role of gender in a secular society.					
<b>BYB 254</b>	<b>Bible studies</b>	<b>BYB 220</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Christian ethics</b>					
Foundation of Christian ethics; relevant ethical issues of the day.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>BYB 351</b>	<b>Bible studies</b>	<b>BYB 310</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Wise men, singers, lovers, etc</b> Introduction to the books of Psalms, Job, Proverbs, Song of Songs and Daniel; introduction to apocalyptic literature; study of the book of Revelations.					
<b>BYB 352</b>	<b>Bible studies</b>	<b>BYB 310</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Search for historical Jesus</b> Images of Jesus; current research on the 'historical Jesus'; core issues in the debate on the 'historical Jesus'.					
<b>BYB 353</b>	<b>Bible studies</b>	<b>BYB 320</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>How to read the Bible</b> Text of the Bible and the development of the biblical canon(s); study on the art of understanding the Bible; reading the Bible from different perspectives.					
<b>BYB 354</b>	<b>Bible studies</b>	<b>BYB 320</b>	<b>A - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Bible in the arts</b> Iconography; overview of the exposition of biblical themes in the expressive arts and music; religious aspects of well known expressions of art and musical compositions; function of art and music in worship.					
<b>CIL 171</b> <b>Information science &amp; Damelin</b>			<b>A&amp;E - 2 lpw</b>		<b>1</b>
<b>Computer literacy 171</b> {3 cr} Keyboard and mouse skills, e-mail, basic Internet and Web skills, basic theoretical introduction to hardware and software. Windows as operational system.					
<b>CIL 172</b> <b>Information science &amp; Damelin</b>			<b>A&amp;E - 2 lpw</b>		<b>2</b>
<b>Computer literacy 172</b> {3 cr} Word processing programmes: Creation, editing and formatting of documents, outline editing, automatic numbering and footnotes, tables and columns, insertion of multimedia, data exchanges etc. Presentation programmes: Creation of presentations, together with figures, text animation and the insertion of multimedia.					
<b>CIL 173</b> <b>Information science &amp; Damelin</b>			<b>A&amp;E - 2 lpw</b>		<b>3</b>
<b>Computer literacy 173</b> {3 cr} Spreadsheet programmes: basic spreadsheet skills including formulas and diagrams. Database programmes: Basic database skills including searches, compilation of reports, etc.					
<b>CIL 174</b> <b>Information science &amp; Damelin</b>			<b>A&amp;E - 2 lpw</b>		<b>4</b>
<b>Information literacy 174</b> {3 cr} Search strategy formulation: the use of Boolean operators, natural language and Controlled language. Searches on CD-ROM and the Internet; the evaluation of Internet search engines. The analysis, organization and synthesizing of information.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Resources study.					
<b>DDS 251</b>	<b>Afrikaans</b>	<b>LIN 220</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Principles of text design</b>					
Historical and current approaches to the integration of typography, layout, graphics and text in the design of persuasive, instructional and informative texts; the roles of stakeholders such as readers, manufacturers, graphic designers, text-designers and gatekeepers; guidelines for a reader-oriented approach towards text design, focusing primarily on content, style and structure.					
<b>DDS 252</b>	<b>Afrikaans</b>	<b>LIN 220</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Design and evaluation of newspaper texts</b>					
The relationship between readers' preferences and the composition of newspapers; newspaper macrostructures; outer access structure; internal structure; different text types in newspapers and their characteristics (reports, editorials, in-depth articles, letters from readers, reviews, reports on science and technology, obituaries, interviews, cartoons, etc.).					
<b>DDS 351</b>	<b>Afrikaans</b>	<b>LIN 320</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Instructional texts</b>					
Mental representation of instructions; the design and evaluation of three subtypes of instructional texts are discussed, namely instructional texts as external memory (directions for use; cooking recipes; warnings), to learn new skills (computer manuals), and as a motivation to follow/not to follow certain instructions (medicine package inserts).					
• <i>Presented as from 2001</i>					
<b>DDS 352</b>	<b>Afrikaans</b>	<b>LIN 320</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Design and evaluation of persuasive texts</b>					
Processing persuasive texts; identifying and analyzing the target-group; determining the content; selecting and determining structure, style, etc.; the effectiveness thereof in getting the reader's attention, and convincing him/her to accept a certain point of view; design of persuasive texts; persuasive texts and copywriting.					
• <i>Presented as from 2001</i>					
<b>DFK 151</b>	<b>Drama</b>	<b>DFK 110</b>	<b>A&amp;E 2 lpw 2 bpw</b>		<b>1</b>
<b>Elements of Drama</b>					
In this module the student will be introduced to the rudiments of dramatic analysis. Using Aristotle's theories as the basis, the student will explore and learn the various elements of drama, and the interrelated nature of these elements. The analysis will be supplemented by the reading of selected, apposite dramatic texts, both ancient and modern.					
<b>DFK 152</b>	<b>Drama</b>	<b>DFK 110</b>	<b>A&amp;E 2 lpw 2 bpw</b>		<b>2</b>
<b>Fundamental elements of Film</b>					
In this module the student will explore the elements of film, using Giannetti's understanding of those elements. These elements include the use of the camera (shots, camera movement, depth of field and framing), editing, sound and mise en scène.					
<b>DFK 153</b>	<b>Drama</b>	<b>DFK 120</b>	<b>A&amp;E 2 lpw 2 bpw</b>		<b>3</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Types/Genres of Drama</b>					
In this module the students will explore the various genres of drama, such as tragedy, comedy, melodrama, farce, satire and the new South African multimedia drama. The student will learn the underlying dynamics of each genre, as well as the characteristics of each.					
DFK 154	Drama	DFK 120	A&E 2 lpw 2 bpw		4
<b>Film types/genres</b>					
In this module the student will explore the various genres of film, including the action film, the romantic film, the historic film, the auteur film, the science-fiction film and the horror film. The student will learn the underlying dynamics of each film genre, as well as the characteristics of each.					
DFK 251	Drama	DFK 210	A&E 2 lpw 2 bpw		1
<b>From Greeks to Shakespeare</b> {10 cr}					
In this module the student learns to place a particular drama into its chronological place and into socio-political and cultural context. The span of time covered in this module ranges from the ancient Greek drama to the work preceding Shakespeare. The overarching point of departure is that drama is a ritual that reflects the historical Zeitgeist. The student will study examples from all of the major periods.					
DFK 252	Drama	DFK 210	A&E 2 lpw 2 bpw		2
<b>Shakespeare: Man of his times</b> {10 cr}					
In this module the student will concentrate on Shakespeare as a clear representative of his socio-historical and cultural times. The student will work with representative elements of all of Shakespeare's work. The module will concentrate on Shakespeare in performance, and will end with an overview of modern renditions of Shakespeare's work.					
DFK 253	Drama	DFK 220	A&E 2 lpw 2 bpw		3
<b>Realism and performance</b> {10 cr}					
In this module the student will explore the major change towards realism in drama and film during the twentieth century. The student will be introduced to the thinking behind realism, and will analyse various texts written by key figures in this movement, as well as key films in the move toward realism.					
DFK 254	Drama	DFK 220	A&E 2 lpw 2 bpw		4
<b>SA film and Drama</b> {10 cr}					
In this module the student will concentrate on the drama and film written and produced in South Africa that engaged with its historical position. The student will investigate the ways in which drama and film was seen as a way of combating various social and political situations in South Africa. The student will analyse various key texts and films to show how this engagement operated.					
DFK 351	Drama	DFK 310	A&E 2 lpw 2 bpw		1
<b>Drama and film</b> {10 cr}					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>In this module the student will investigate the system of analysis known as Semiotics. This system/theory will then be applied to selected drama and film texts. The theoretical position is one of indicating how these drama and film texts may be shown to be “signs of the times,” reflecting the Zeitgeist of an era. The module will also explore the way that the critic’s own “signs of the times” impinges upon the ways of understanding drama and film.</p>					
DFK 352	Drama	DFK 310	A&E 2 lpw 2 bpw		2
<p><b>Feminism in Productions</b> {10 cr}</p> <p>In this module the student will explore the thinking and theories developed by Feminism in the latter part of the twentieth century. Within drama and film, the approach to this theory will be structured around the double signifying practice of enrolling genders, and then developing those roles for drama and film. The module will investigate texts and film that not only reinforce such gendering and enrolling, but also those that attempt to address such practices.</p>					
DFK 353	Drama	DFK 320	A&E 2 lpw 2 bpw		3
<p><b>Drama and film as weapon</b> {10 cr}</p> <p>In this module the student will encounter the theories of materialism/Marxism with particular reference to culture and cultural activities. Drawing specifically on the work of Brecht, the student will explore the ways that theatre was/is seen as a way of engaging with and confronting perceived oppression in society on various levels. The student will also discover the ways that these theories have influenced the production of drama and film. This module will apply much of its thinking to the South African circumstance.</p>					
DFK 354	Drama	DFK 320	A&E 2 lpw 2 bpw		4
<p><b>Film and drama at the edge</b> {10 cr}</p> <p>In this module the student will encounter the two major new trends in drama and film, namely the influences of Postmodernism and Post-colonialism. Drawing on drama and film texts that portray the thinking behind these movements, the student will evaluate not only the dramas and films, but will also be guided to critique the theories themselves.</p>					
DTS 151	European Languages	DTS 102	A&E 3 lpw 1 ppw		1
<p><b>German for beginners</b></p> <p>Intensive introductory study of the German language, with the acquiring of reading, writing, speaking and understanding skills.</p> <ul style="list-style-type: none"> <li>• <i>DTS 151-154 form a closed unit. All of them have to be taken – a single module does not have any credit value.</i></li> </ul>					
DTS 152	European Languages	DTS 102	A&E 3 lpw 1 ppw		2
<p><b>German for beginners</b></p> <p>Intensive introductory study of the German language, with the acquiring of reading, writing, speaking and understanding skills.</p> <ul style="list-style-type: none"> <li>• <i>DTS 151-154 form a closed unit. All of them have to be taken – a single module</i></li> </ul>					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<i>does not have any credit value.</i>					
DTS 153	European Languages	DTS 102	A&E 3 lpw 1 ppw		3
<b>German for beginners</b> Intensive introductory study of the German language, with the acquiring of reading, writing, speaking and understanding skills. <ul style="list-style-type: none"> <li>• <i>DTS 151-154 form a closed unit. All of them have to be taken – a single module does not have any credit value.</i></li> </ul>					
DTS 154	European Languages	DTS 102	A&E 3 lpw 1 ppw		4
<b>German for beginners</b> Intensive introductory study of the German language, with the acquiring of reading, writing, speaking and understanding skills. <ul style="list-style-type: none"> <li>• <i>DTS 151-154 form a closed unit. All of them have to be taken – a single module does not have any credit value.</i></li> </ul>					
DTS 155	European Languages	DTS 101	A&E 3 lpw 1 ppw		1
<b>German Language skills I</b> Comprehensive review of German grammar; development of reading, writing, speaking and understanding skills; analysis and interpretation of texts. <ul style="list-style-type: none"> <li>• <i>DTS 155 &amp; 156 form a closed unit. Both have to be taken – a single module does not have any credit value.</i></li> </ul>					
DTS 156	European Languages	DTS 101	A&E 3 lpw 1 ppw		2
<b>German Language skills I</b> Comprehensive review of German grammar; development of reading, writing, speaking and understanding skills; analysis and interpretation of texts. <ul style="list-style-type: none"> <li>• <i>DTS 155 &amp; 156 form a closed unit. Both have to be taken – a single module does not have any credit value.</i></li> </ul>					
DTS 157	European Languages	DTS 101	A&E 3 lpw 1 ppw		3
<b>German Language skills II</b> Continuation of comprehensive review of German grammar; further development of reading, writing, speaking and understanding skills; analysis and interpretation of texts. <ul style="list-style-type: none"> <li>• <i>DTS 157 &amp; 158 form a closed unit. Both have to be taken – a single module does not have any credit value.</i></li> </ul>					
DTS 158	European Languages	DTS 101	A&E 3 lpw 1 ppw		4
<b>German Language skills II</b> Continuation of comprehensive review of German grammar; further development of reading, writing, speaking and understanding skills; analysis and interpretation of texts. <ul style="list-style-type: none"> <li>• <i>DTS 157 &amp; 158 form a closed unit. Both have to be taken. A single module does not have any credit value.</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
DTS 251	European Languages	DTS 200	A&E 3 lpw		1
<b>Career orientated – German I</b>					
Analysis and interpretation of relevant texts, development of speaking and writing skills. (i.e. Economics, Political Science, Psychology, Education, Tourism).					
• DTS 251 & 252 form a closed unit. Both have to be taken.					
DTS 252	European Languages	DTS 200	A&E 3 lpw		2
<b>Career orientated – German I</b>					
Analysis and interpretation of relevant texts, development of speaking and writing skills. (i.e. Economics, Political Science, Psychology, Education, Tourism).					
• DTS 251 & 252 form a closed unit. Both have to be taken.					
DTS 253	European Languages	DTS 200	A&E 3 lpw		3
<b>Career orientated – German II</b>					
Analysis and interpretation of relevant texts, development of speaking and writing skills. (i.e. Economics, Political Science, Psychology, Education, Tourism).					
• DTS 253 & 254 form a closed unit. Both have to be taken.					
DTS 254	European Languages	DTS 200	A&E 3 lpw		4
<b>Career orientated – German II</b>					
Analysis and interpretation of relevant texts, development of speaking and writing skills. (i.e. Economics, Political Science, Psychology, Education, Tourism).					
• DTS 253 & 254 form a closed unit. Both have to be taken.					
DTS 255	European Languages	DTS 200	A&E 3 lpw		1
<b>German literature I</b>					
Introduction to the analysis and interpretation of literary texts in relation to their cultural and historical background.					
• DTS 255 & 256 form a closed unit and both have to be taken.					
DTS 256	European Languages	DTS 200	A&E 3 lpw		2
<b>German literature I</b>					
Introduction to the analysis and interpretation of literary texts in relation to their cultural and historical background.					
• DTS 255 & 256 form a closed unit and both have to be taken.					
DTS 257	European Languages	DTS 200	A&E 3 lpw		3
<b>German literature II</b>					
Analysis and interpretation of literary texts.					
• DTS 257 & 258 form a closed unit. Both have to be taken.					
DTS 258	European Languages	DTS 200	A&E 3 lpw		4
<b>German literature II</b>					
Analysis and interpretation of literary texts.					
• DTS 257 & 258 form a closed unit. Both have to be taken.					
DTS 351	European	DTS 300	A&E 3 lpw		1

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	<b>Languages</b>				
<b>German linguistics</b> Introduction to German linguistics.					
<b>DTS 352</b>	<b>European Languages</b>	<b>DTS 300</b>	<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>Career orientated German III</b> Analysis and interpretation of texts in relation to specialized professional fields (i.e. Economics, Political Science, Psychology, Education, Tourism). • <i>DTS 352-354 form a closed unit. All of them have to be taken..</i>					
<b>DTS 353</b>	<b>European Languages</b>	<b>DTS 300</b>	<b>A&amp;E 3 lpw</b>		<b>3</b>
<b>Career orientated German III</b> Analysis and interpretation of texts in relation to specialized professional fields (i.e. Economics, Political Science, Psychology, Education, Tourism). • <i>DTS 352-354 form a closed unit. All of them have to be taken.</i>					
<b>DTS 354</b>	<b>European Languages</b>	<b>DTS 300</b>	<b>A&amp;E 3 lpw</b>		<b>4</b>
<b>Career orientated German III</b> Analysis and interpretation of texts in relation to specialized professional fields (i.e. Economics, Political Science, Psychology, Education, Tourism). • <i>DTS 352-354 form a closed unit. All of them have to be taken.</i>					
<b>DTS 355</b>	<b>European Languages</b>	<b>DTS 300</b>	<b>A&amp;E 3 lpw</b>		<b>1</b>
<b>German literature III</b> Analysis and interpretation of literary works in relation to their cultural and historical background. • <i>DTS 355 &amp; 357 form a closed unit. Both have to be taken.</i>					
<b>DTS 356</b>	<b>European Languages</b>	<b>DTS 300</b>	<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>German literature III</b> Analysis and interpretation of literary works in relation to their cultural and historical background. • <i>DTS 355 &amp; 357 form a closed unit. Both have to be taken.</i>					
<b>DTS 357</b>	<b>European Languages</b>	<b>DTS 300</b>	<b>A&amp;E 3 lpw</b>		<b>3</b>
<b>German literature III</b> Analysis and interpretation of literary works in relation to their cultural and historical background.					
<b>EAG 151</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1+2</b>
<b>Academic skills</b> Academic goal setting, time management, study strategies, creative problem solving techniques, and critical thinking. Organization and management of personal academic activities and development to enhance learning and a continuous learning culture. • <i>Can be taken in either 1<sup>st</sup> or 2<sup>nd</sup> quarter.</i> • <i>Only 300 students can be accommodated during each quarter.</i>					
<b>EFK 151</b>	<b>History</b>	<b>EFK 110</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Introduction to the study HCT</b>					
Introduction to the essence of the discipline Heritage and Cultural Tourism and understanding of the meaning of concepts specific to the discipline.					
<b>EFK 152</b>	<b>History</b>	<b>EFK 110</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Resorts &amp; conservation areas</b>					
An overview of South African pleasure resorts, nature conservation and nature conservation areas within the broader context of heritage and cultural tourism.					
<b>EFK 251</b>	<b>History</b>	<b>EFK 210</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>SA historical routes</b>					
Introduction to the evolution of South African economic culture for the purpose of orientation in the heritage and cultural tourism sector.					
<b>EFK 252</b>	<b>History</b>	<b>EFK 210</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>SA historical development</b>					
Introduction to the South African historical political development, as well as the development of inter-group relations with regard to a career in the heritage and cultural tourism sector.					
<b>EFK 253</b>	<b>Anthropology</b>	<b>EFK 222</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>Living culture for tourism</b>					
Lay-out of homesteads and the link with the rest of culture. Black performing arts: games, music, musical instruments, tribal dances, song and theatre. Divination practices and methods: link with the rest of religion. African elegance: nature and meaning of ethnic clothing, arts and crafts. African cuisine: diet, recipes, preparation and consumption of food.					
<b>EFK 351</b>	<b>Anthropology</b>	<b>EFK 311</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Archaeo-tourism destinations</b>					
Identification of Archaeo-tourism destinations from the Stone and Iron Age Periods. Human types, artifacts, settlement and subsistence patterns of the Stone and Iron Age Periods. Evaluation of identified sites as Archaeo-tourism destinations.					
<b>EFK 352</b>	<b>Anthropology</b>	<b>EFK 312</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Guests and hosts</b>					
Impacts of tourism on host communities. Ethics and authenticity: the format and presentation of factually correct information. Reciprocal forms of behaviour in host-guest relations.					
<b>EFK 313</b>	<b>History</b>	<b>EFK 310</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>SA Cultural historical sites</b>					
Introduction to the most important cultural historical sites and phenomena in South Africa.					
<b>EFK 354</b>	<b>History</b>	<b>EFK 310</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<b>SA cultural activities</b>					
Introduction to the most important cultural activities, organizations and landscapes in South Africa, as well as the practice of cultural tourism in the field.					
<b>ENG 103</b>	<b>English</b>	<b>ENG 103</b>	<b>E - 3 lpw</b>		
<b>English for specific purposes</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Lectures and tutorials with practical work on academic reading and writing in various subjects; previewing, skimming, close reading and summarizing of academic texts. <ul style="list-style-type: none"> <li>• <i>Closed - for specific groups only.</i></li> </ul>					
ENG 151	English	ENG 101	E - 3 lpw	E - 2 lpw	
<b>Introduction to poetry</b> In this module, the students are introduced to the critical study of poetry in English. After an initial outline of analytical methods and poetic techniques, students will study poems in different periods of English literature from the Middle Ages to contemporary and South African poetry.					
ENG 152	English	ENG 101	E - 3 lpw	E - 2 lpw	
<b>Critical language skills</b> Introduction to critical reading, writing and language skills is a module intended to improve student proficiency in English. Students will learn the rules of English grammar, to extract arguments from passages of prose and to provide a synopsis of a single argument as well as a synthesis of a number of such arguments.					
ENG 153	English	ENG 101	E - 3 lpw	E - 2 lpw	
<b>Introduction to prose</b> This module introduces the study of the novel and embraces both metropolitan and African texts. By the end of this module students should be proficient in the skills of reading a novel perceptively and of writing critically on the novel.					
ENG 154	English	ENG 101	E - 3 lpw	E - 2 lpw	
<b>Introduction to drama</b> This module introduces the study of drama by examining a number of plays representing different genres, periods and contexts, including both African and metropolitan texts. By the end of the module, students should be proficient in the skills of reading a play perceptively and of writing critically on drama.					
ENG 155	English	ENG 110	E - 3 lpw	E - 2 lpw	
<b>Academic reading skills</b> Academic reading skills in English including summarizing, speed-reading, vocabulary building and critical reading are covered in this module. <ul style="list-style-type: none"> <li>• <i>Cannot continue with English at 2<sup>nd</sup> level.</i></li> </ul>					
ENG 156	English	ENG 110	E - 3 lpw	E - 2 lpw	
<b>Academic writing skills</b> Academic writing skills including synthesis, structuring and sustaining arguments and basic English grammatical and editing skills are covered in this module. <ul style="list-style-type: none"> <li>• <i>Cannot continue with English at 2<sup>nd</sup> level.</i></li> </ul>					
ENG 157	English	ENG 120	E - 3 lpw	E - 2 lpw	
<b>Eng for specific purposes (1)</b> Students choose between basic English for Law, Architecture, Language Practitioners, Teachers, and the Media. <ul style="list-style-type: none"> <li>• <i>Cannot continue with English at 2<sup>nd</sup> level.</i></li> </ul>					
ENG 158	English	ENG 120	E - 3 lpw	E - 2 lpw	
<b>Eng for specific purposes (2)</b> Students continue with advanced English for Law, Architecture, Language Practitioners, Teachers, and the Media. <ul style="list-style-type: none"> <li>• <i>Requires ENG 157</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>• <i>Cannot continue with English at 2<sup>nd</sup> level.</i></li> </ul>					
ENG 159	English	ENG 140	E - 3 lpw	E - 2 lpw	
<b>Communication in organization</b> This module introduces students to advertising and persuasive skills, the writing of a CV, and interviewing techniques. Practical sessions are included to give students the opportunity to act as both interviewer and interviewee. By the end of this module, students should be able to apply advertising, persuasive and interviewing techniques in an organizational or business context. <ul style="list-style-type: none"> <li>• <i>Cannot continue with English at 2<sup>nd</sup> level.</i></li> </ul>					
ENG 160	English	ENG 140	E - 3 lpw	E - 2 lpw	
<b>Communication in organization</b> This module introduces students to meeting procedures and writing skills in the organizational environment. A major component is a practical course on public speaking in which students are trained in the techniques and delivery of both impromptu and prepared speeches. Ideally this module should follow ENG 159, although it can be taken independently. <ul style="list-style-type: none"> <li>• <i>Cannot continue with English at 2<sup>nd</sup> level.</i></li> </ul>					
ENG 251	English	ENG 200	E - 3 lpw	E - 2 lpw	
<b>Poetry after 1798</b> In this module, students will study the work of poets ranging from the Romantic period to the Modern. The general characteristics and techniques of specific poets will be discussed in relation to developments in aesthetic theory and socio-historical changes. <ul style="list-style-type: none"> <li>• <i>Requires ENG 151</i></li> <li>• <i>After hours will be presented only if sufficient students enroll.</i></li> </ul>					
ENG 252	English	ENG 200	E - 3 lpw	E - 2 lpw	
<b>Language studies</b> In this module, students will be introduced to basic linguistic and socio-linguistic disciplines including the study of English phonetics and syntax. The history and development of the English language will be outlined and various areas of applied linguistics highlighted.					
ENG 253	English	ENG 200	E - 3 lpw	E - 2 lpw	
<b>The modern novel</b> In this module, students will read a representative selection of late nineteenth-century and twentieth-century English novels. They will also be introduced to the key principles of the modernist movement, elementary narratology and other relevant theoretical and critical concepts. <ul style="list-style-type: none"> <li>• <i>Requires ENG 153</i></li> </ul>					
ENG 254	English	ENG 200	E - 3 lpw	E - 2 lpw	
<b>Twentieth-century drama</b> In this module, an overview of significant trends in British and American drama, exemplified in key texts, is given. At the end of this module, students should have an understanding of the development of Anglo-American drama within the period. <ul style="list-style-type: none"> <li>• <i>Requires ENG 154</i></li> </ul>					
ENG 255	English	ENG 200	E - 3 lpw	E - 2 lpw	
<b>South African literature</b> This module will examine a variety of South African texts in English, including poetry.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
drama, novels and short stories. Texts will be placed in their socio-historical context and characteristic features of and developments in South African literature as well as current theoretical debates in this field will be highlighted.					
ENG 351	English	ENG 300	E - 3 lpw	E - 2 lpw	
<b>Poetry before 1798</b>					
In this module, students will study the works of representative poets from Chaucer to Pope. The general characteristics and techniques of specific poets will be discussed in relation to developments in aesthetic theory and socio-historical change.					
<ul style="list-style-type: none"> <li>• <i>Requires ENG 151</i></li> </ul>					
ENG 352	English	ENG 300	E - 3 lpw	E - 2 lpw	
<b>Research and specialization</b>					
In this module, basic research techniques, including methods of referencing and bibliographic compilation, will be discussed. Students will be given the opportunity of specializing in one or two areas of English chosen from a variety of options including film studies and Anglo-Saxon.					
ENG 353	English	ENG 300	E - 3 lpw	E - 2 lpw	
<b>The rise of the novel</b>					
In this module, students will read a representative selection of eighteenth and nineteenth century novels in English. Various literary theories will inform the reading of these texts. By the end of this module, students should be able to read, discuss and analyse novels written during this period with enhanced understanding and sophistication.					
<ul style="list-style-type: none"> <li>• <i>Requires ENG 253</i></li> </ul>					
ENG 354	English	ENG 300	E - 3 lpw	E - 2 lpw	
<b>Shakespeare</b>					
This module will examine several of Shakespeare's plays in the genres of comedy, tragedy, history and romance. By the end of the module, students should have an understanding of Shakespeare's dramatic oeuvre, be able to discuss characteristic features of his work and write informed analyses of scenes taken from his plays.					
<ul style="list-style-type: none"> <li>• <i>Requires ENG 154</i></li> </ul>					
ENG 355	English	ENG 300	E - 3 lpw	E - 2 lpw	
<b>African literature</b>					
This module will examine a variety of African texts in English, including poetry, drama and prose. Texts will be placed in their socio-historical contexts, and characteristic features of and developments in African literature as well as theoretical debates in this field will be highlighted.					
ENG 356	English		E - 3 lpw		
<b>Introduction to TESOL (1)</b>					
This module introduces both the theoretical and practical dimensions of TESOL (Teaching English to Speakers of Other Languages). The emphasis of this module is theoretical covering: (i) the nature of the foreign/second-language learning process; and (ii) the grammar and sound system of English from the perspective of foreign/second-language learning.					
<ul style="list-style-type: none"> <li>• <i>Requires ENG 157 &amp; ENG 158</i></li> <li>• <i>For course in Language Practice.</i></li> <li>• <i>Requires a minimum of 48 credits ENG</i></li> </ul>					
ENG 357	English		E - 3 lpw		

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Introduction to TESOL (2)</b>					
This module extends the introduction to TESOL. Its emphasis is practical, covering: (i) the major approaches and methods of foreign/second-language teaching; (ii) available resources for teaching English as a foreign/second-language; and (iii) the international TESOL community (journals, organizations, web-sites, examining authorities, etc.).					
• <i>Requires ENG 356</i>					
<b>ENG 358</b>	<b>English</b>		<b>E - 3 lpw</b>		
<b>Editing principles &amp; practice</b>					
This module develops language editing skills on a variety of texts from different fields and of varying levels of complexity for a specific target audience. Students are required to edit texts, to produce grammatical, idiomatic and logical English texts, taking into account peculiarities of South African English and local needs. They will learn to adjust work to meet the needs of a specified target audience.					
• <i>Requires a minimum of 64 credits in ENG modules.</i>					
<b>ENG 359</b>	<b>English</b>		<b>E - 3 lpw</b>		
<b>Editing principles &amp; practice</b>					
This module practices advanced language editing skills on a variety of texts from different fields and of varying levels of complexity for a specific target audience. The principles of Plain language editing are applied, in addition to strategies for overcoming textual complexity for given audiences, ranging from academics to neoliterates. A specialist focus is the editing of translations.					
• <i>Requires ENG 358</i>					
<b>EOG 151</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Linguistic skills Development</b>					
Knowledge of basic grammar and basic vocabulary is revised, using documentary texts that are thematically subject related. In terms of skills the focus is placed on the development of the receptive skills (listening and reading) on text level, while the development of the productive skills (speaking and writing) will also receive attention, but only on paragraph level.					
<b>EOG 152</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Linguistic skills Development</b>					
Knowledge of general academic vocabulary is developed by means of general academic texts, which are thematically subject related. A foundation is laid in the knowledge of text grammar and argumentation forms. All four the linguistic skills (listening, reading, speaking and writing) are practiced on text level.					
<b>EOG 153</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Linguistic skills Development</b>					
Knowledge of subject specific vocabulary is developed, using subject specific academic and scientific texts. Basic knowledge of text grammar and argumentation forms is broadened. Specific attention is given to the application of the two receptive skills (listening and reading) for academic purposes.					
<b>EOG 154</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Linguistic skills Development</b>					
The focus is on developing and applying the four linguistic skills on text level for academic purposes. The two productive skills (speaking and writing) will receive special attention.					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>FIL 151</b>	<b>Philosophy</b>	<b>FIL 110</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Humankind, World &amp; Philosophy</b>					
Characteristics of philosophy and other sciences. What is being a human? What is correct argumentation? (logic) What is truth? (epistemology) The phenomenon of violence. Ethical views and the contemporary world. The universe and mankind's position in it (cosmology). Oriental v. Occidental world views.					
<b>FIL 152</b>	<b>Philosophy</b>	<b>FIL 110</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Western Intellectual History I</b>					
A concise history of Western thinking, from the ancient Greeks to the end of the Middle Ages. The aim is to give a coherent account of the evolution of the Western mind and its changing conception of reality. The following themes are dealt with: The Greek world view, the transformation of the classical era (Hellenism and the emergence of Christianity), the Christian world view of the Middle Ages, the transformation of the Middle Ages in late Scholasticism, and the rise of secularism.					
<b>FIL 153</b>	<b>Philosophy</b>	<b>FIL 120</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Critical Thinking and Logic</b>					
Conditions of correct argumentation; the issue of truth: most important theories of truth; argumentation within the sciences; nature of rationality; critical thinking and the weighing of alternative arguments; practical decision making; the scope and limits of knowledge; can computers think and argue?					
<b>FIL 154</b>	<b>Philosophy</b>	<b>FIL 120</b>	<b>A&amp;E - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>African Philosophy</b>					
Problems concerning the concept of an African Philosophy: Is there such a thing as an "African Philosophy", and how can one distinguish it from other philosophies? The African world view is studied and attention is given to themes in African philosophy, such as epistemology, ethics and political philosophy.					
<b>FIL 155</b>	<b>Philosophy</b>		<b>A&amp;E 1 lpw (14 weeks)</b>		<b>1+2</b>
<b>Science and World Views</b>					
The nature of science and philosophy; ancient Greece; the rise of modern science; causal-mechanical world views; how quantum and relativity theories changed our understanding of reality; what is being human (anthropology)? The mind and the brain (neuro-philosophy). The mystery of life and evolution. Ethics: quality of life, bio-ethics, human rights, ethical decisions.					
<b>FIL 251</b>	<b>Philosophy</b>	<b>FIL 210</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Western Intellectual History II</b>					
A concise history of Western thinking from the Renaissance to the late modern (postmodern) era. The following themes are dealt with: the Renaissance, the Reformation, the Scientific Revolution (Copernicus, Kepler, Galileo, Newton, Bacon, Descartes), the foundations of the modern world view, the triumph of secularism, the paradox of modernity and the changing image of the human (from Copernicus through Freud), the self-critique of the modern mind (Locke, Hume, Kant, Hegel), conflicting streams of culture (temperaments): Enlightenment vs Romanticism, the significance of Nietzsche, Existentialism and Nihilism, the postmodern mind and its challenges to the contemporary intellectual and cultural milieu.					
<b>FIL 252</b>	<b>Philosophy</b>	<b>FIL 210</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Philosophy of History &amp; Society</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuhs after 5	Q
<p>This module takes as its point of departure F Fukuyama's controversial statement that the "end of history" has arrived with the global triumph of liberal democracy which is currently taking place. The idea of a Universal History emerged within the Western philosophical tradition, reaching its peak in Hegel's non-materialist, dialectical view of history, based on the struggle for recognition. This tradition, and its appropriation by Fukuyama in the present context, is examined in conjunction with the critiques of Tocqueville, Nietzsche and some of the "postmodern" thinkers. The Hegelian account of liberal democracy is critically opposed to the so-called "classical" representatives such as Hobbes and Locke. Particular attention is also given to the relationship between political and economical liberalism, as well as the tension between liberal democracy and cultural factors such as religion, nationalism and ethnicity.</p>					
<b>FIL 253</b>	<b>Philosophy</b>	<b>FIL 220</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<p><b>Cognitive Philosophy</b> The distinction between facts and concepts. Classical theories (trends) of thinking: Empiricism, Rationalism, Idealism, Realism, Phenomenology, Existentialism, Structuralism, Analytical Thinking, Systems Theory, Postmodernism, etc.</p>					
<b>FIL 254</b>	<b>Philosophy</b>	<b>FIL 220</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<p><b>Philosophy of Science</b> Contemporary issues in science and technology. Causal and other explanations. Does science grow revolutionary or evolutionary? What is life? What is the theory of evolution? The scientific quest to understand humans and animals. Philosophy of the theory of relativity (Einstein); quantum theory and chaos/complexity theory.</p>					
<b>FIL 351</b>	<b>Philosophy</b>	<b>FIL 310</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<p><b>Philosophical Hermeneutics</b> Philosophical perspectives on the hermeneutical problem (the problem of understanding and interpretation), with particular attention to contemporary thinkers such as Heidegger, Gadamer, Ricoeur and Derrida. Themes such as the following: Understanding as an ontological, universal human phenomenon; the constitutive role of history and language in the process of understanding; the untenability of both objectivism and relativism; a plea for perspectivism; specific problems with regard to text interpretation in the human sciences, with the focus on the value of a deconstructive reading of texts (Derrida).</p>					
<b>FIL 352</b>	<b>Philosophy</b>	<b>FIL 310</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<p><b>Political Philosophy</b> An introduction to some of the most important themes in political philosophy, with emphasis on the themes of justice and human rights. The theory of human rights is applied to the death penalty and arguments for and against the death penalty are dealt with. Important political theories in the works of philosophers such as Plato, Locke and JS Mill are discussed.</p>					
<b>FIL 353</b>	<b>Philosophy</b>	<b>FIL 320</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<p><b>Modern European Philosophy</b> Great and influential thinkers such as Hume, Rousseau, Kant, Hegel, Marx, Kierkegaard, Nietzsche and Freud.</p> <p>• <i>NB: This module will be replaced by Ethics in 2001</i></p>					
<b>FIL 354</b>	<b>Philosophy</b>	<b>FIL 320</b>	<b>A&amp;E 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Postmodernism, Ethics and Society</b>					
Postmodernism brought much that we wish to retain. It brought play and humor; more tolerance; a sharper awareness of economic, political and gender discrimination; a post-colonial consciousness of the hegemony (universalist claims) of Western ideas on rationality; acknowledgement of the unfoundedness and unjustifiability of many of our deepest beliefs and assumptions; the unmasking of various utopias and ideologies; more freedom for the individual. But what is the effect? For the most part it results in relativism, indifference, cynicism, undecidedness and an inability to think and act further; loss of orientation and meaning; the undermining of authority and moral responsibility for the Other; disruption of the moral and social ecology; widespread feelings of discontent, anxiety and insecurity. This module aims to give an account of this ambivalent situation, and to explore the possibilities for sound, responsible decision making.					
FRN 151	European Languages	FRN 102	A&E 3 lpw 1 ppw		1
<b>French for beginners</b>					
Intensive introductory study of the French language, with the acquiring of reading, writing, speaking and understanding skills.					
<ul style="list-style-type: none"> <li>• <i>FRN 151-154 form a closed unit. All of them have to be taken – a single module does not have any credit value.</i></li> </ul>					
FRN 152	European Languages	FRN 102	A&E 3 lpw 1 ppw		2
<b>French for beginners</b>					
Intensive introductory study of the French language, with the acquiring of reading, writing, speaking and understanding skills.					
<ul style="list-style-type: none"> <li>• <i>FRN 151-154 form a closed unit. All of them have to be taken – a single module does not have any credit value.</i></li> </ul>					
FRN 153	European Languages	FRN 102	A&E 3 lpw 1 ppw		3
<b>French for beginners</b>					
Intensive introductory study of the French language, with the acquiring of reading, writing, speaking and understanding skills.					
<ul style="list-style-type: none"> <li>• <i>FRN 151-154 form a closed unit. All of them have to be taken – a single module does not have any credit value.</i></li> </ul>					
FRN 154	European Languages	FRN 102	A&E 3 lpw 1 ppw		4
<b>French for beginners</b>					
Intensive introductory study of the French language, with the acquiring of reading, writing, speaking and understanding skills.					
<ul style="list-style-type: none"> <li>• <i>FRN 151-154 form a closed unit. All of them have to be taken – a single module does not have any credit value.</i></li> </ul>					
FRN 155	European Languages	FRN 101	A&E 3 lpw 1 ppw		1
<b>French language skills I</b>					
Comprehensive review of French grammar; development of reading, writing, speaking and understanding skills; study of literary and contemporary socio-cultural texts.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>• <i>FRN 155 &amp; 156 form a closed unit and should be taken together.</i></li> </ul>					
FRN 156	European Languages	FRN 101	A&E 3 lpw 1 ppw		2
<b>French language skills I</b> Comprehensive review of French grammar; development of reading, writing, speaking and understanding skills; study of literary and contemporary socio-cultural texts. <ul style="list-style-type: none"> <li>• <i>FRN 155 &amp; 156 form a closed unit and should be taken together</i></li> </ul>					
FRN 157	European Languages	FRN 101	A&E 3 lpw 1 ppw		3
<b>French language skills II</b> Continuation of comprehensive review of French grammar; further development of reading, writing, speaking and understanding skills; study of literary and contemporary socio-cultural texts. <ul style="list-style-type: none"> <li>• <i>FRN 157 &amp; 158 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 158	European Languages	FRN 101	A&E 3 lpw 1 ppw		4
<b>French language skills II</b> Continuation of comprehensive review of French grammar; further development of reading, writing, speaking and understanding skills; study of literary and contemporary socio-cultural texts. <ul style="list-style-type: none"> <li>• <i>FRN 157 &amp; 158 form a closed unit and have to be taken together</i></li> </ul>					
FRN 251	European Languages	FRN 200 FRN 210	A&E 3 lpw		1
<b>French language skills III</b> <i>Capita selecta</i> of French grammar. Reading, analysis and discussion of literary and career orientated texts. <ul style="list-style-type: none"> <li>• <i>FRN 251 &amp; 252 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 252	European Languages	FRN 200 FRN 210	A&E 3 lpw		2
<b>French language skills III</b> <i>Capita selecta</i> of French grammar. Reading, analysis and discussion of literary and career orientated texts. <ul style="list-style-type: none"> <li>• <i>FRN 251 &amp; 252 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 253	European Languages	FRN 200 FRN 220	A&E 3 lpw		3
<b>Professional French I</b> <i>Capita selecta</i> of French grammar. Reading, analysis and discussion of texts in a chosen specialized field. (i.e. Economics, Political Science, Commerce, Law, Architecture, History of Art, Tourism and Hotel Trade). <ul style="list-style-type: none"> <li>• <i>FRN 253 &amp; 254 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 254	European Languages	FRN 200 FRN 220	A&E 3 lpw		4
<b>Professional French I</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p><i>Capita selecta</i> of French grammar. Reading, analysis and discussion of texts in a chosen specialized field. (i.e. Economics, Political Science, Commerce, Law, Architecture, History of Art, Tourism and Hotel Trade).</p> <ul style="list-style-type: none"> <li>• <i>FRN 253 &amp; 254 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 255	European Languages	FRN 200 FRN 220	A&E 3 lpw		1
<p><b>French literature I</b>  <i>Capita selecta</i> from French grammar. Introduction to the analysis and interpretation of literary texts.</p> <ul style="list-style-type: none"> <li>• <i>FRN 255 &amp; 256 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 256	European Languages	FRN 200 FRN 220	A&E 3 lpw		2
<p><b>French literature I</b>  <i>Capita selecta</i> from French grammar. Introduction to the analysis and interpretation of literary texts.</p> <ul style="list-style-type: none"> <li>• <i>FRN 255 &amp; 256 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 257	European Languages		E - 2 lpw		3
<p><b>History of French literature</b>  History of the role of creative imagination in the modern period; lyric poetry in the Renaissance; Classical tragedy and comedy; Enlightenment in the 18<sup>th</sup> century; Romantic poetry, 19<sup>th</sup> century novel, Symbolist poetry, Surrealism, Contemporary Poetry.</p> <ul style="list-style-type: none"> <li>• <i>FRN 257 &amp; 258 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 258	European Languages		E - 2 lpw		4
<p><b>History of French literature</b>  History of the role of creative imagination in the modern period; lyric poetry in the Renaissance; Classical tragedy and comedy; Enlightenment in the 18<sup>th</sup> century; Romantic poetry, 19<sup>th</sup> century novel, Symbolist poetry, Surrealism, Contemporary Poetry.</p> <ul style="list-style-type: none"> <li>• <i>FRN 257 &amp; 258 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 259	European Languages		E - 2 lpw		
<p><b>French literature in our world</b>  Study of a selection of French literary works (in translation) which helped to shape our modern cultural world, chosen from the works of Montaigne, Racine, Montesquieu, Diderot, Baudelaire, Flaubert, Artaud, Bernanos, etc.</p> <ul style="list-style-type: none"> <li>• <i>FRN 259 &amp; 260 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 260	European Languages		E - 2 lpw		
<p><b>French literature in our world</b>  Study of a selection of French literary works (in translation) which helped to shape our modern cultural world, chosen from the works of Montaigne, Racine, Montesquieu, Diderot, Baudelaire, Flaubert, Artaud, Bernanos, etc.</p>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>• <i>FRN 259 &amp; 260 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 351	European Languages	FRN 300	A&E 3 lpw		1
<b>Professional French II</b> <i>Capita selecta</i> of French grammar and stylistics of contemporary French. Analysis of prescribed works in the chosen specialized field. (i.e. Economics, Political Science, Commerce, Law, Architecture, History of Art, Tourism and Hotel Trade). <ul style="list-style-type: none"> <li>• <i>FRN 351 &amp; 352 is a closed unit and have to be taken together.</i></li> </ul>					
FRN 352	European Languages	FRN 300	A&E 3 lpw		2
<b>Professional French II</b> <i>Capita selecta</i> of French grammar and stylistics of contemporary French. Analysis of prescribed works in the chosen specialized field. (i.e. Economics, Political Science, Commerce, Law, Architecture, History of Art, Tourism and Hotel Trade). <ul style="list-style-type: none"> <li>• <i>FRN 351 &amp; 352 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 353	European Languages	FRN 300	A&E 3 lpw		3
<b>Professional French III</b> Analysis of prescribed works in the chosen specialized field. (i.e. Economics, Political Science, Commerce, Law, Architecture, History of Art, Tourism and Hotel Trade)					
FRN 354	European Languages	FRN 300	A&E 1 lpw		
<b>History of French language</b> Study of the historical nature of language.					
FRN 355	European Languages	FRN 300	A&E 3 lpw		1
<b>French literature II</b> <i>Capita selecta</i> of French grammar and stylistics of contemporary French. Interpretation of literary works. <ul style="list-style-type: none"> <li>• <i>FRN 355 &amp; 356 form a closed unit and have to be taken together.</i></li> </ul>					
FRN 356	European Languages	FRN 300	A&E 3 lpw		2
<b>French literature II</b> <i>Capita selecta</i> of French grammar and stylistics of contemporary French. Interpretation of literary works. <ul style="list-style-type: none"> <li>• <i>FRN 355 &amp; 356 form a closed unit. Both have to be taken.</i></li> </ul>					
FRN 357	European Languages	FRN 300	A&E 3 lpw		3
<b>French literature III</b> Interpretation of literary works.					
GES 151	History	GES 110	A&E 2 lpw	A&E - 2 lpw	1
<b>Western Civilization to 1789</b> A broad overview of the history of western civilization from 3000 BC to 1789 AD. Focuses on the Ancient period, Middle Ages, Renaissance, Reformation, the rise of					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
modern states and forms of government, as well as the enlightenment on the eve of the French Revolution.					
<b>GES 152</b>	<b>History</b>	<b>GES 110</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Western Civilization 1789-1991</b>					
A broad overview of the history of modern Europe since 1789. Focuses on the French Revolution, Napoleon, the forces of liberalism and nationalism, the Industrial Revolution, the First World War, the Russian Revolution, Fascism, Nazism, and the Second World War, as well as the Cold War.					
<b>GES 153</b>	<b>History</b>	<b>GES 120</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>African history: An overview</b>					
An overview of the history of Africa from the pre-colonial to the post-colonial period, with specific emphasis on the most important historical forces.					
<b>GES 154</b>	<b>History</b>	<b>GES 120</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Conflict and co-operation in South Africa</b>					
An overview focusing on South African inter-group relations from the earliest times to the present with emphasis on the most important historical forces, factors and events. Attention is also given to migration patterns, changing boundaries and conflict-war, as well as structural violence.					
<b>GES 155</b>	<b>History</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lps</b>	<b>4</b>
<b>From VOC to ANC</b>					
An overview focusing on the political and constitutional development in South Africa from the earliest times to the present, with emphasis on the most important historical forces, factors and events. South African societies' striving towards and struggle for freedom are also investigated.					
<b>GES 251</b>	<b>History</b>	<b>GES 210</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Pre-colonial Africa</b>					
A selection from the history of pre-colonial Africa: prominent kingdoms and empires, trade routes, and slavery.					
<b>GES 252</b>	<b>History</b>	<b>GES 210</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Segregation: SA to 1948</b>					
The origin and theoretical foundation of the policy of segregation. The entrenchment of the policy in legislation regarding franchise, land ownership, and labour. The nature and manner of resistance against segregation.					
<b>GES 253</b>	<b>History</b>	<b>GES 220</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Lenin, Stalin and Hitler</b>					
Background to and overview of Russian and European history of the twentieth century. The influence and role played by Lenin and Stalin in Russia c. 1900-1939. The influence and role of Hitler in the history of Germany and Europe c. 1919-1945.					
<b>GES 254</b>	<b>History</b>	<b>GES 220</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Modern USA, 1776-1914</b>					
An overview and analysis of the most important factors and historical forces in the formative years of the USA as an independent republic.					
<b>GES 351</b>	<b>History</b>	<b>GES 310</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>History as science</b>					
An introduction to the methodology of historical research and historiography.					
<b>GES 352</b>	<b>History</b>	<b>GES 310</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Cold war, 1945-1990</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
The origin of the struggle between capitalism and Marxism, the commencement of the struggle in Europe in the late forties and the spread thereof throughout the whole of Europe from 1950 up until the termination of the tension and the end of the Marxist onslaught by 1990.					
<b>GES 353</b>	<b>History</b>	<b>GES 320</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Colonial Africa, 1880-1960</b> The reasons for the partition of Africa between the colonial powers, the latter's policies in Africa, the impact of the two world wars on Africa, the history and meaning of Pan-Africanism, examples of the process of decolonisation in Africa and the impact of colonialism on Africa.					
<b>GES 354</b>	<b>History</b>	<b>GES 320</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>History of Apartheid, 1939-1994</b> Focuses on the origin of apartheid, the institution thereof from 1948, the agitations in white and black politics during 1939-1994, the resistance against apartheid and the dismantling thereof since 1980. Specific attention is given to segregation and apartheid legislation and the effect thereof on social, cultural, economic and intellectual terrain.					
<b>GES 355</b>	<b>History</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Globalization, change, diversity</b> Causes of change in the past: theory and determinism. Cyclical and linear models of change. Opinions on historical laws. Change by revolution and evolution. The French Annales school's analysis of change as history of events, conjuncture or structure. Cultural and other diversity. The globalization tendency of the recent centuries and the meaning thereof.					
<b>GHO 100</b>	<b>Music</b>	<b>GHO 100</b>	<b>A&amp;E 2 lpw</b>		
<b>Aural training</b> Rhythmical and pitch development. Viva voce. One-part dictation. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					<b>{ 12 cr }</b>
<b>GHO 200</b>	<b>Music</b>	<b>GHO 200</b>	<b>A&amp;E 2 lpw</b>		
<b>Aural training</b> Rhythmical and pitch development. Viva voce. Quartrads. One and two-part dictation. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					<b>{20 cr }</b>
<b>GHO 300</b>	<b>Music</b>	<b>GHO 300</b>	<b>A&amp;E 2 lpw</b>		
<b>Aural training</b> Chord progressions. Modulations. Two and four-part dictation. <ul style="list-style-type: none"> <li>• <i>Year module. Closed - requires departmental selection</i></li> </ul>					<b>{35 cr }</b>
<b>GRK 151</b>	<b>Ancient languages</b>	<b>GRK 110 GRK 111</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Greek Grammar I</b> The basic characteristics of Hellenistic Greek: the writing system and pronunciation, the Greek verb and noun systems, conjugation and declension, basic syntax and vocabulary. Passages from the Greek New Testament are adapted as exercises in order to facilitate linguistic proficiency. Continuous evaluation includes class tests and homework assignments.					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
GRK 152	Ancient languages	GRK 110 GRK 121	A&E 2 lpw		2
<b>Greek Grammar II</b> Further study of the verb and noun systems of Hellenistic Greek, expansion of the basic vocabulary, and analysis of compound sentences. As in module 1, adapted passages from the New Testament form the core of practical linguistic proficiency exercises. <ul style="list-style-type: none"> <li>• <i>Requires GRK 151</i></li> </ul>					
GRK 153	Ancient languages	GRK 120 GRK 112	A&E 2 lpw		3
<b>Greek Grammar III</b> Further study of the verb and noun systems of Hellenistic Greek: middle and passive forms, the third declension, and analysis of compound sentences. As in modules 1 and 2, adapted passages from the New Testament form the core of practical linguistic proficiency exercises. <ul style="list-style-type: none"> <li>• <i>Requires GRK 152</i></li> </ul>					
GRK 154	Ancient languages	GRK 120 GRK 122	A&E 2 lpw		4
<b>The Art of Translation: theory</b> Study of the principles of the older approach to translation, as opposed to the modern approach; of the terms 'translation' and 'paraphrase', with practical exercises. Introduction to the study of semantics, with specific application to Biblical texts, and a historical overview of semantics as an academic discipline. Etymology and the ascertaining of lexical meaning.					
GRK 251	Ancient languages	GRK 210	A&E 2 lpw		1
<b>Greek Grammar IV</b> Further expansion of the student's knowledge of Greek morphology, vocabulary, and syntax. More focus is placed on reading continuous passages from the Greek New Testament, the Septuagint, and other Hellenistic literature. <ul style="list-style-type: none"> <li>• <i>Requires GRK 153</i></li> </ul>					
GRK 252	Ancient languages	GRK 210	A&E 2 lpw		2
<b>Applied translation science</b> In this section advanced principles of the art of translation will be discussed. Attention will also be paid to the principles of Discourse Analysis and its implications for translation and exegesis. Students must be able to apply the theoretical knowledge of the art of translation and semantics to selected passages from the Bible. <ul style="list-style-type: none"> <li>• <i>Requires GRK 251</i></li> </ul>					
GRK 253	Ancient languages	GRK 220	A&E 2 lpw		3
<b>New Testament reading</b> New Testament hymns will be studied: the Lucan hymns, the Prologue hymn in the Gospel of John, and various hymns from the Pauline and pseudo-Pauline corpus; also hymns from the early Christian era. Selections from the New Testament parables and miracles. Much attention will be					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>paid to the grammatical and syntactical aspects of the texts, as well as the socio-religious background of these two genres, and the interpretation thereof.</p> <ul style="list-style-type: none"> <li>• <i>Requires GRK 151</i></li> </ul>					
<b>GRK 254</b>	<b>Ancient languages</b>	<b>GRK 220</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<p><b>Patristic Texts I</b></p> <p>A review of the Apostolic Fathers. One of the works of the Apostolic Fathers will be read. Special attention will be paid to the nature of the work, the theology thereof, and its contribution to our knowledge of the sub-apostolic period.</p> <ul style="list-style-type: none"> <li>• <i>Requires GRK 251</i></li> </ul>					
<b>GRK 351</b>	<b>Ancient languages</b>	<b>GRK 310</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<p><b>Patristic Studies II</b></p> <p>The writings of various important Christian authors will be studied, for example Melito of Sardis: the earliest Easter homily (Peri Pascha); Cyril of Jerusalem: a study of the baptismal and eucharist liturgy (Mystagogical homilies); and Ephraem Graecus: the Hellenised Afrem with a comparative study of the sacrifice of Isaac.</p> <ul style="list-style-type: none"> <li>• <i>Requires GRK 251 &amp; 254</i></li> </ul>					
<b>GRK 352</b>	<b>Ancient languages</b>	<b>GRK 310</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<p><b>Patristic Texts III</b></p> <p>A review of the patristic field of study. Various aspects concerning the life and beliefs of the first Christians will be studied. Selected texts will be read to illustrate these themes. Some of the themes that are included are as follows: Christology, Trinity, Mariology, sacraments (baptism, eucharist, etc.), angels, satan, the canon, eschatology, sin and grace, creation, tithing, exegesis, wealth and poverty, the Holy Spirit, the gifts, the woman, catechesis, liturgy, et cetera.</p> <ul style="list-style-type: none"> <li>• <i>Requires GRK 251 &amp; 254</i></li> </ul>					
<b>GRK 353</b>	<b>Ancient languages</b>	<b>GRK 320</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<p><b>Apocryphal Literature</b></p> <p>A selection from the Old Testament Apocrypha in the Septuagint – the Greek translation of the Old Testament – and the New Testament Apocrypha is studied, emphasizing literary aspects, socio-religious background and relevance to our understanding of related Biblical literature.</p> <ul style="list-style-type: none"> <li>• <i>Requires GRK 251 &amp; 253</i></li> </ul>					
<b>GRK 354</b>	<b>Ancient languages</b>	<b>GRK 320</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<p><b>Early Christian art and life</b></p> <p>Early Christian Art will be studied in detail – early Christian symbols, the works of art on sarcophagi and in catacombs, as well as the mosaic works in the earliest churches. The focus is on the works of art as an expression of the theological views of the early Christians. A study of the daily life of the early Christians. Archaeological evidence will be used to focus on aspects such as the community in Palestine, the life in the city, mobility, ancient economy, social life, et cetera.</p>					

<b>Module code</b>	<b>Department</b>	<b>Old code</b>	<b>Lang – ppw/lpw</b>	<b>Tuks after 5</b>	<b>Q</b>
<b>GSO 151</b>	<b>Anthropology</b>	<b>GSO 111</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>1</b>
<b>RSA development context</b>					
The South African development context. Consecutive approaches in people-oriented development. Community development: origin, principles and work method. Characteristics and dynamics of South African communities. The institutional framework for community development in South Africa: governmental and non-governmental policies and resources. Social consciousness as a key concept in the make-up of a community developer.					
<b>GSO 152</b>	<b>Anthropology</b>	<b>GSO 112</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>2</b>
<b>Facts and fallacies</b>					
Facts and fallacies in community development. The British approach and the French Rural Animation approach to community development. Phases in a community development project. Appropriate accessing of communities and rules of conduct. Contentious assumptions and other pitfalls in community development. Ethics in community development. Community development as a profession.					
<b>GSO 153</b>	<b>Anthropology</b>	<b>GSO 121</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>3</b>
<b>Community profiling</b>					
Community profiling: universal and particular features of communities. Available resources in community profiling. Inquiries and the phrasing of questions: principles and pitfalls, applicability of different types of questions in a multicultural research setting. Utilization and training of research assistants.					
<b>GSO 154</b>	<b>Anthropology</b>	<b>GSO 122</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>4</b>
<b>Participatory research</b>					
Origin and principles of participatory community research. Strategies and techniques in participatory community research: participatory mapping and modeling, transect walks, trend analysis, diagramming and ranking. Field relations: the skill of accurate observation, creating mutual trust and rapport. Supplementary research aids (interview schedules, questionnaires, interpreters, audio-visual apparatus, field notes). Documentation of research data and report writing.					
<b>GSO 251</b>	<b>Anthropology</b>	<b>GSO 211</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>1</b>
<b>Need/ capacity analysis</b>					
Grass roots needs analysis: identification and definition of core problems. The cause-effect logic in problem analysis. Transforming needs into objectives. Capacity analysis in communities.					
<b>GSO 252</b>	<b>Anthropology</b>	<b>GSO 212</b>	<b>E - 2 1pw</b>	<b>E - 2 lpw</b>	<b>2</b>
<b>Project planning methods</b>					
Identification of potential development programmes/projects from needs and capacity analyses. Establishment of programme/project goals and purposes. Identification of project activities and allocation of tasks. Determining indicators/milestones for key performance measurement. Determining project costs (budgeting). Identification of risk factors and their implications for project implementation. Preparation for the compilation of a project business plan.					
<b>GSO 253</b>	<b>Anthropology</b>	<b>GSO 221</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>3</b>
<b>Mentoring strategies</b>					
Mentoring as an essential skill in development work. Steps in facilitating goal oriented planning sessions. The facilitation of planning sessions: asking questions, question					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
modification and answer techniques. The teaching and networking function of the mentor during planning sessions.					
<b>GSO 254</b>	<b>Anthropology</b>	<b>GSO 222</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>4</b>
<b>Appropriate technology</b>					
The concepts appropriate technology and indigenous knowledge. Identification, utilization and adaptation of indigenous knowledge and skills in rural and agricultural development projects. Development and utilization of culture-friendly technologies in specific projects (soil conservation, water and sanitation, agriculture, horticulture and stock breeding, draught animal power).					
<b>GSO 351</b>	<b>Anthropology</b>	<b>GSO 311</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>1</b>
<b>Individual potential</b>					
Building financial self-reliance in communities. The group versus the individual in development oriented training: transfer of general and particular life skills (basic budgeting, saving and economizing, avoiding of consumer traps). The characteristics and potential of particular enterprises (stokvels, spazas, etc). The introduction of marketable business ideas. Establishment of business outreach networks: resources and corporate social investment and responsibilities.					
<b>GSO 352</b>	<b>Anthropology</b>	<b>GSO 312</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>2</b>
<b>Project monitoring</b>					
The purpose of and phases in project monitoring. The link between project planning and monitoring: utilization of key performance indicators and risk factors in project monitoring. Mitigation of negative effects and design of alternatives. Practical applications (case studies). Compilation of a monitoring report.					
<b>GSO 353</b>	<b>Anthropology</b>	<b>GSO 321</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>3</b>
<b>Tourism as catalyst</b>					
Community based tourism in developing countries: job-creation potential, opportunities and constraints. Tourism as development priority in South Africa: guiding principles and legislation. The multiplying effect of community based tourism: the potential for capacity building-, enterprise and funding possibilities. The planning of community based tourism in a regional context. Tourism in rural and urban communities: resources and tourism products.					
<b>GSO 354</b>	<b>Anthropology</b>	<b>GSO 312</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>4</b>
<b>Impact assessment</b>					
The hard and soft systems approach to project evaluation: communities as human activity systems. Steps in the application of systems thinking in project evaluation: the need for interdisciplinary cooperation. Alternative evaluation methods for pre- and post-impact assessment: record keeping, rating, use of score cards, sample interviews, case histories and evaluation groups. Statutory framework and requirements. Compilation of an evaluation report.					
<b>HEB 151</b>	<b>Ancient languages</b>	<b>HEB 110 HEB 111</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Basic morphology: the noun</b>					
The history of Hebrew and the place of Hebrew within the Semitic family of languages are discussed cursorily. The Hebrew alphabet, writing signs, and different kinds of noun in Hebrew (like the independent pronoun, the forms and uses of adjectives, demonstratives, interrogative pronouns and the relative pronoun) are treated.					
<b>HEB 152</b>	<b>Ancient languages</b>	<b>HEB 110 HEB 121</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Conjugation of the verb</b>					
An outline of the verbal system in Hebrew; the conjugation of the perfect; verbal sentences, the conjugation of the imperfect and consecutive forms; the imperative, jussive and cohortative, and also a review of nouns and the declension of prepositions with pronominal suffixes.					
• <i>Requires HEB 151</i>					
HEB 153	Ancient languages	HEB 120 HEB 112	A&E 2 lpw		3
<b>Declension of the noun</b>					
The declension of nouns with unmovable vowels, the declension of nouns with one or two movable vowels, the nomina segolata with strong consonants, the nomina segolata with weak consonants and gutturals and the declension of irregular nouns are treated.					
• <i>Requires HEB 151 &amp; 152</i>					
HEB 154	Ancient languages	HEB 120 HEB 122	A&E 2 lpw		4
<b>Derived verbal stems</b>					
Participles and infinitives of regular strong verbs, the qal-, nif'al-, pi'el- en pu'al-verbal stems, the hitpa'el-, hif'il- en ho'f'al-verbal stems, numbering and the conjugation of verbs with verbal suffixes are treated.					
• <i>Requires HEB 151, 152 &amp; 153</i>					
HEB 251	Ancient languages	HEB 210	A&E 2 lpw		1
<b>Irregular and weak verbs</b>					
The classification of irregular and weak verbs; the different classes of weak verbs, irregular verbs and doubly weak verbs.					
• <i>Requires HEB 151-154</i>					
HEB 252	Ancient languages	HEB 210	A&E 2 lpw		2
<b>Grammatical and syntactic analysis of selected Hebrew texts (First semester)</b>					
Selections from prose texts from the Hebrew Bible will be read in class. Students will be expected to analyse the particular texts morphologically, grammatically and syntactically.					
• <i>Requires HEB 251</i>					
HEB 253	Ancient languages	HEB 220	A&E 2 lpw		3
<b>Analysis of Hebrew prose text</b>					
A literary approach to the reading of Hebrew prose texts is discussed. Selections of prose texts from the Hebrew Bible are read. Students will be expected to analyse the texts morphologically, grammatically and syntactically as well as according to general literary criteria.					
• <i>Requires HEB 251 &amp; 252</i>					
HEB 254	Ancient languages	HEB 220	A&E 2 lpw		4
<b>Analysis of Hebrew poetic text</b>					
A literary approach to the reading of Hebrew poetic texts is discussed. Selections of poetic texts from the Hebrew Bible are read. Students will be expected to analyse the					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>texts morphologically, grammatically and syntactically as well as according to general literary criteria.</p> <ul style="list-style-type: none"> <li>• <i>Requires HEB 251, 252 &amp; 253</i></li> </ul>					
HEB 351	Ancient languages	HEB 310	A&E 2 lpw		1
<p><b>A second Semitic language</b>  An introduction and study of one of the Semitic Languages besides Hebrew, that is Accadic, Ugaritic, Aramaic or Syriac. The grammar is studied and exercises have to be completed. The history of the language and its speakers is also studied.</p> <ul style="list-style-type: none"> <li>• <i>Requires HEB 151-154 &amp; HEB 251-254</i></li> </ul>					
HEB 352	Ancient languages	HEB 310	A&E 2 lpw		2
<p><b>Second Semitic Language Texts</b>  Selected texts from the literature of the Semitic dialect treated in HEB 351 are read. Students will be expected to analyse the texts morphologically, grammatically and syntactically as well as according to general literary criteria. The literary heritage of the language is also studied.</p> <ul style="list-style-type: none"> <li>• <i>Requires HEB 351</i></li> </ul>					
HEB 353	Ancient languages	HEB 320	A&E 2 lpw		3
<p><b>Analysis of OT texts</b>  Selected texts from the relevant corpuses in the Old Testament are read. Students will be expected to analyse the texts morphologically, grammatically and syntactically as well as according to general literary criteria and to be able to interpret them.</p> <ul style="list-style-type: none"> <li>• <i>Requires HEB 351 &amp; 352</i></li> </ul>					
HEB 354	Ancient languages	HEB 320	A&E 2 lpw		4
<p><b>Late Jewish texts</b>  Selected texts from the corpuses of the Mishnah, the Qumran documents, and from the Wisdom of Ben Sira are discussed. Students will be expected to analyse the texts morphologically, grammatically and syntactically as well as according to general literary criteria and to be able to interpret them. The historic background of the period is also studied.</p> <ul style="list-style-type: none"> <li>• <i>Requires HEB 351, 352 &amp; 353</i></li> </ul>					
ILL 100	Art	ILL 100			
<p><b>Illustration I</b> <span style="float: right;"><b>{12 cr}</b></span>  Perception: the human form, objects and environment; analysis of form, structure, surface qualities and spatial relationships. Configuration and aesthetics; visual form, composition and visual framing. Methods, processes and techniques: visual translation; recording empirical experiences, visualising ideas; exploring creative and rational methods; communicating in graphic media.</p> <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
ILL 200	Art	ILL 200			
<p><b>Illustration II</b> <span style="float: right;"><b>{20 cr}</b></span>  Introduction to the nature and role of illustration: visualisation; expression of ideas; visual explanation. Methods, processes and techniques: interpretation of objects,</p>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
figures and environments into visual form; visual abstraction; exploration of creative and rational methods; semantics of form, structure, style and technique; traditional and experimental use of media.					
<ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					
<b>ILL 300</b>	<b>Art</b>	<b>ILL 300</b>			
<b>Illustration III { 20 cr}</b>					
Visual communication: functional application in explanatory, expressive and commercial contexts. Methods and processes: graphic explanation; visual; interpretation of texts and concepts; problem solving; drawing and graphic strategies; conceptual development and evaluation. Media and techniques: traditional, alternative and digital.					
<ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					
<b>IMG 110</b>	<b>Music</b>	<b>IMG 110</b>	<b>A&amp;E 3 lpw</b>		<b>1&amp;2</b>
<b>Intro to History of Music</b>					
A variety of genres (e.g. orchestral music, opera, chamber music) in historical perspective.					
<ul style="list-style-type: none"> <li>• Semester module</li> </ul>					
<b>IMG 120</b>	<b>Music</b>	<b>IMG 120</b>	<b>A&amp;E 3 lpw</b>		<b>3&amp;4</b>
<b>Intro to History of Music</b>					
A variety of genres (e.g. orchestral music, opera, chamber music) in historical perspective.					
<ul style="list-style-type: none"> <li>• Semester module</li> </ul>					
<b>IMG 210</b>	<b>Music</b>	<b>IMG 210</b>	<b>A&amp;E 3 lpw</b>		<b>1&amp;2</b>
<b>Intro to History of Music</b>					
Style characteristics of the Baroque, the Classical period and the Romantic period. Selected composers. World music, jazz, and the contemporary scene.					
<ul style="list-style-type: none"> <li>• Semester module</li> </ul>					
<b>IMG 220</b>	<b>Music</b>	<b>IMG 220</b>	<b>A&amp;E 3 lpw</b>		<b>3&amp;4</b>
<b>Introduction to history of music</b>					
Style characteristics of the Baroque, the Classical period and the Romantic period. Selected composers. World music, jazz, and the contemporary scene.					
<ul style="list-style-type: none"> <li>• Semester module</li> </ul>					
<b>INL 111</b>	<b>Information science</b>	<b>INL 111</b>	<b>A&amp;E 3 lpw .5 ppw</b>	<b>A&amp;E - 3 lpw</b>	<b>1</b>
<b>Introd: Information Science I</b>					
An introduction to Information Science, information and the information community as concepts, the meaning of the information community for and the influence thereof on enterprises and individuals and the socio-ethical implications thereof.					
<b>INL 112</b>	<b>Information science</b>	<b>INL 112</b>	<b>A&amp;E 3 lpw .5 ppw</b>	<b>A&amp;E - 3 lpw</b>	<b>2</b>
<b>Introd: Information Science II</b>					
The life-cycle of information: processes, products and role players, description of the information middleman, introduction to value adding.					
<b>INL 121</b>	<b>Information</b>	<b>INL 121</b>	<b>A&amp;E 3 lpw</b>	<b>A&amp;E - 3 lpw</b>	<b>3</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	science		1 ppw		
<b>Information technology</b>					
An overview of computer hardware and software, telecommunication technology, LAN, WAN and Intranet, the information highway, the Internet and WWW, and computer ethics.					
INL 122	Information science	INL 122	A&E 3 lpw 1 ppw	A&E - 3 lpw	4
<b>Communication media</b>					
General introduction to mass communication, mass communication in the environment, the various perspectives to the study of mass communication, the various contexts and elements of mass communications, the functions of mass media, forms of mass media (printed and not printed) and advertising.					
INL 211	Information science	INL 211	A&E 3 lpw 3 ppw	A&E - 3 lpw	1
<b>Information use</b>					
Human factors involved in the use of information, the use of information for decision making and creativity, typical activities involved when using information, the character and identification of information needs. Value adding to support typical information activities.					
INL 212	Information science	INL 212	A&E 3 lpw 3 ppw	A&E - 3 lpw	2
<b>Information retrieval</b>					
Information retrieval: record database. The end-user as information searcher (information search behaviour), measures and determination of relevancy, the use of natural and controlled language, evaluation of information systems, electronic document delivery, the role of middle man with regard to information retrieval.					
INL 221	Information science	INL 221	A&E 3 lpw 3 ppw	A&E - 3 lpw	3
<b>Information economics &amp; ethics</b>					
A general introduction of information ethics as ethics in the workplace, the various ethical problems as applicable to the information specialist, ethical codes of practice and norms. Information economics and infopreneurship: the economic characteristics of information, basic guidelines on how to open an own information business, the business plan, the marketing and pricing of information products and services, the various legal and ethical aspects with regard to the infopreneur.					
INL 311	Information science	INL 311	A&E 3 lpw 3 ppw	A&E - 3 lpw	1
<b>Information organizations</b>					
An introduction to new developments in the field of information organization and online information retrieval, e.g. data warehousing, and data mining. Introduction to document image processing, full-text document retrieval systems, multimedia and hypermedia. The evaluation of hypermedia databases. Data analysis with regard to the various methods of information organization.					
INL 321	Information science	INL 321	A&E 3 lpw 3 ppw	A&E - 3 lpw	3
<b>Information management I</b>					
General introduction to information management, a description and job description of					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
the information manager, the various levels and various study fields, challenges and opportunities of the information manager, the formulation and implementation of information policy, information audit and selected themes.					
INL 411	Information science	INL 411	3 lpw 3ppw		
<b>Essay on suitable subject</b> An essay on a suitable subject in consultation with lecturer involved, selected from INL 412, INL 413 or INL 414. <ul style="list-style-type: none"> <li>• <i>Closed – Requires departmental selection</i></li> </ul>					
INL 412	Information science	INL 412	3 lpw 3 ppw		
<b>Advanced information management</b> A discription and task discription of information management, information mapping as instrument for organisational information management, methods for the execution of an organisational information audit. <ul style="list-style-type: none"> <li>• <i>Closed – Requires departmental selection</i></li> </ul>					
INL 413	Information science	INL 413	3 lpw 3 ppw		
<b>Document recovering systems</b> A detailed study of the Internet with emphasis on the Word-Wide Web, recovery of information from the Internet, creating information products for the WWW. <ul style="list-style-type: none"> <li>• <i>Closed – Requires departmental selection</i></li> </ul>					
INL 414	Information science	INL 414	3 lpw 3 ppw		
<b>Advanced social information science</b> Information-rich, information-poor countries – a socio-ethic perspective, the international flow of data, intercultural communication of information. <ul style="list-style-type: none"> <li>• <i>Closed – Requires departmental selection</i></li> </ul>					
INY 171	Information science	INY 171	E - 3 lpw 3 ppw		1
<b>Mark-up languages</b> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
INY 172	Information science	INY 172	E - 3 lpw 3 ppw		2
<b>Multimedia for the web</b> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
INY 215	Information science Multimedia	INY 215	A&E - 3 lpw 3 ppw		
<b>System development</b> Database construction, project planning and management, determination of consumer needs, systems specifications. An introduction to interface development. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>INY 216</b>	<b>Information science</b>	<b>INY 216</b>	<b>A&amp;E - 3 lpw 3 ppw</b>		
<b>Multimedia</b>					
An introduction to document image processing, full text, multi media and hypermedia; the evaluation of hypermedia databases. The Internet, with the emphasis on the World-Wide Web (WWW) and HTML development.					
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>INY 221</b>	<b>Information science</b>	<b>INY 221</b>	<b>A&amp;E 3 lpw 3 ppw</b>		<b>1</b>
<b>System development 221</b>					
<ul style="list-style-type: none"> <li>• <i>Consult department regarding content.</i></li> </ul>					
<b>INY 222</b>	<b>Information science</b>	<b>INY 222</b>	<b>A&amp;E 3 lpw 3 ppw</b>		<b>2</b>
<b>Publishing practice</b>					
<ul style="list-style-type: none"> <li>• <i>Consult department regarding content.</i></li> </ul>					
<b>INY 223</b>	<b>Information science</b>	<b>INY 222</b>	<b>A&amp;E 3 lpw 3 ppw</b>		<b>3</b>
<b>Communication media</b>					
<ul style="list-style-type: none"> <li>• <i>Consult department regarding content.</i></li> </ul>					
<b>INY 224</b>	<b>Information science</b>	<b>INY 224</b>	<b>A&amp;E 3 lpw 3 ppw</b>		<b>4</b>
<b>Applied information ethics</b>					
<ul style="list-style-type: none"> <li>• <i>Consult department regarding content.</i></li> </ul>					
<b>INY 225</b>	<b>Information science</b>	<b>INY 225</b>	<b>A&amp;E 3 lpw 3 ppw</b>		
<b>Multimedia</b>					
<b>Applied multimedia</b>					
A detailed study of multimedia and hypermedia with the emphasis on applications, hardware and software, the architecture of hypermedia systems, the principles involved in the construction of such databases and the practical creation of multimedia and hypermedia databases.					
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>INY 226</b>	<b>Information science</b>	<b>INY 226</b>	<b>A&amp;E 3 lpw 3 ppw</b>		
<b>Multimedia</b>					
<b>Editing: Information products</b>					
Introduction to copy-editing and mark-up of information products, aspects of the handling of visual materials and text (including principles of typography and page layout) with the emphasis on accessibility of information to the end user.					
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>INY 271</b>	<b>Information science</b>	<b>INY 271</b>	<b>E 3 lpw 3 ppw</b>		<b>1</b>
<b>Project management</b>					
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>Consult department regarding content.</li> </ul>					
INY 272	Information science	INY 212	E 3 lpw 3 ppw		2
<b>Project implementation</b> <ul style="list-style-type: none"> <li>Closed - requires departmental selection</li> <li>Consult department regarding content.</li> </ul>					
INY 311	Information science	INY 311	A&E 3 lpw 3 ppw		1
<b>Multimedia</b> <ul style="list-style-type: none"> <li>Consult department regarding content.</li> </ul>					
INY 312	Information science	INY 312	A&E 3 lpw 3 ppw		2
<b>Developmental information science</b> <ul style="list-style-type: none"> <li>Consult department regarding content.</li> </ul>					
INY 313	Information science	INY 313	A&E 3 lpw 3 ppw		
<b>Editorial management</b> <ul style="list-style-type: none"> <li>Consult department regarding content.</li> </ul>					
INY 315	Information science Multimedia	INY 315	A&E 3 lpw 3 ppw		
<b>Advanced multimedia</b> Technical aspects of multimedia hardware and software, version management, practical multimedia project. <ul style="list-style-type: none"> <li>Closed - requires departmental selection</li> </ul>					
INY 316	Information science Multimedia	INY 315	A&E 3 lpw 3 ppw		
<b>Human-computer interaction</b> A study of human-computer interaction and human-information interaction, humans as Computer and information users, ethical aspects relating to the creation of multimedia information products. <ul style="list-style-type: none"> <li>Closed - requires departmental selection</li> </ul>					
INY 322	Information science	INY 322	A&E 3 lpw 3 ppw		
<b>Advanced publishing practice</b> <ul style="list-style-type: none"> <li>Consult department regarding content.</li> </ul>					
INY 323	Information science	INY 323	A&E 3 lpw 3 ppw		3
<b>Socio-political context</b> <ul style="list-style-type: none"> <li>Consult department regarding content.</li> </ul>					
INY 324	Information	INY 324	A&E 3 lpw		4

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	science		3 ppw		
<b>Multimedia</b>					
<ul style="list-style-type: none"> <li>Consult department regarding content.</li> </ul>					
INY 325	Information science Multimedia	INY 325	A&E 3 lpw 3 ppw		
<b>Interface design</b>					
<p>A detailed study of the role, composition and functioning of an interface, underlying principles in the design and evaluation of interfaces.</p> <ul style="list-style-type: none"> <li>Closed - requires departmental selection</li> </ul>					
INY 326	Information science Multimedia	INY 326	A&E 3 lpw 3 ppw		
<b>Mark-up languages</b>					
<p>A detailed study of HTML and XML, an introduction to SGML, other electronic and document formats and electronic style specifications.</p> <ul style="list-style-type: none"> <li>Closed - requires departmental selection</li> </ul>					
IOW 100	Art	IOW 100			
<b>Information Design</b> <span style="float: right;"><b>{12 cr}</b></span>					
<p>Introduction to design as visual form; elements, principles and logic in design; colour and its use as a design tool; analysis, synthesis and application of selected techniques. Introduction to typography: terminology, historical development and basic textforming; typography as direct communication; typography as illustrative entity. Introduction to the design process: originality and conceptual values; research, concept development, visual articulation and design rationales; self-evaluation.</p> <ul style="list-style-type: none"> <li>Year module</li> <li>Closed - requires departmental selection</li> </ul>					
IOW 200	Art	IOW 200			
<b>Information Design</b> <span style="float: right;"><b>{20 cr}</b></span>					
<p>Typography and layout: typographic expression; layout systems and structures; integration of image and text. Photography in design. Design as visual communication: expressive and utilitarian dimensions; selected techniques and media. Applications and design problem solving in visual identity, packaging, editorial and promotional design.</p> <ul style="list-style-type: none"> <li>Year module</li> <li>Closed - requires departmental selection</li> </ul>					
IOW 300	Art	IOW 300			
<b>Information Design</b> <span style="float: right;"><b>{20 cr}</b></span>					
<p>Computer literacy and digital technology as design tool and design medium. Production management: technology and production systems for paper and screen-based media. Design as visual communication: content, audience, techniques and media. Applications and design problem solving in visual identity, packaging, exhibition, editorial, advertising and promotional design. Individualised design research.</p> <ul style="list-style-type: none"> <li>Year module</li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
IOW 400	Art	IOW 400			
<b>Information Design</b> <span style="float: right;">{ 60 cr}</span> Processes in design practice: planning strategies; methods for problem solving, design evaluation; communication; business principles; ethics. Integrated application of knowledge and skills through advanced design problem solving. Individualised design research.					
<ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
IPL 151	Political Sciences	IPL 110	A&E - 2 lpw	E - 2 lpw	
<b>Globalization and world politics</b> The development of an international political community is placed in the context of globalization. The origin and phases in the development of, including the analysis of the most recent changes in the system as a result of the historical changes of the late 1980's and early 1990's, are investigated. In so doing, stock is taken of the nature of international relations at the beginning of the twenty-first century.					
IPL 152	Political Sciences	IPL 120 STL 120	A&E - 2 lpw	E - 2 lpw	
<b>Actors and Issues</b> This module provides an overview and analysis of the most important actors and issues in both the national and international political environment. The focus is on ecological, welfare and humanitarian issues, as well as on the resources and strategies that can be applied to deal with these issues.					
IPL 153	Political Sciences	IPL 120	A&E - 2 lpw	E - 2 lpw	
<b>Africa in World Politics</b> The study of South Africa, Southern Africa and Africa as role players in world politics. The aim is to introduce students to the role and influence of these states and regions in international politics, as well as to the factors that determine the international relations of these role players. The dynamic nature and problems of the current international relations of these role players are emphasised.					
IPL 154	Political Sciences		E 2 lpw	E 2 lpw	
<b>Strategic Intelligence</b> The aims, forms and levels of intelligence; the strategic intelligence cycle; intelligence and policy; counter-intelligence; intelligence agencies. The link between intelligence and threat perception and the practical application of strategic intelligence.					
IPL 251	Political Sciences	IPL 210	E - 2 lpw	E - 2 lpw	1
<b>Conflict in Africa</b> Conflict in Africa, including the types, causes, occurrences, development, management and consequences of conflict. Emphasis is placed on conflict between and within states (inter- and intrastate conflict) of a political (diplomatic), military, economic and social nature, in national, regional, continental and international context.					

Module code	Department	Old code	Lang – ppw/lpw	Tuhs after 5	Q
IPL 252	Political Sciences	IPL 210	E - 2 lpw	E - 2 lpw	2
<b>Regional Organizations</b>					
This course focuses on regionalism and specifically on multilateral co-operation at a regional level. An analysis is made of various regional organizations, such as the Non-Aligned Movement (NAM); the European Union (EU); the Organization of the Petroleum Exporting Countries (OPEC) and the Association of South-East Asian Nations (ASEAN).					
IPL 253	Political Sciences	IPL 220	E - 2 lpw	E - 2 lpw	3
<b>United Nations</b>					
This course provides an analysis of the contribution of the United Nations (UN) to multilateral co-operation at international level. The political, economic and social demands of the environment as well as the ways in which the UN deals with these issues, are investigated. Emphasis is also placed on the debate about the reform of the UN.					
IPL 254	Political Sciences	IPL 220	E - 2 lpw	E - 2 lpw	4
<b>Diplomacy</b>					
This course deals with the most important aspects of foreign policy and diplomacy. It focuses on the basic elements of the foreign policy process and subsequently makes an in-depth study of one of the instruments of foreign policy, namely diplomacy. The nature, history and various modes of diplomacy, including negotiation, mediation and unconventional diplomatic techniques, are investigated. Examples, in particular from the South African situation, illustrate these aspects.					
IPL 351	Political Sciences	IPL 310	E - 2 lpw	E - 2 lpw	1
<b>World Politics through Film and Text</b>					
The study of central themes of world politics through selected texts and film material. Divergent themes on the theory and practice of sovereignty, globalization, conflict, ethics, change, cultural identity, ideologies, etc. are analysed in accordance with competing perspectives of a rational and reflectivist nature, amongst others realism, liberal-pluralism, structural-globalism, feminism, ecologism en critical postmodernism.					
IPL 352	Political Sciences	IPL 310	E - 2 lpw	E - 2 lpw	2
<b>International Political Economy</b>					
The present nature and functioning of the international political-economic order are analysed against the background of the process of globalization. The focus is on the interaction of political and economic trends and issues such as the economic importance and political impact of regional trade blocks; the debt burden; international aid; the role and influence of multinational corporations; and the transfer of technology to less-developed countries.					
IPL 353	Political Sciences	IPL 320	E - 2 lpw	E - 2 lpw	3
<b>Strategic Studies</b>					
The nature and foundations of Strategic Studies; levels and forms of strategy; non-military strategies; arms control and disarmament. New theories on war, security and strategy. The relationship between policy, strategy and tactics, and the more salient					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
contemporary threats to security.					
<b>IPL 354</b>	<b>Political Sciences</b>	<b>IPL 320</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	<b>4</b>
<b>Foreign Policy</b>					
This course encompasses a comparative study of the foreign policies of selected states. Students are introduced to the comparative method in the context of the study of foreign policy and are provided with a framework in terms of which foreign policy can be compared and evaluated. The study of South African foreign policy forms an important focus within the module and students are trained in the collection and processing of factual information on the topic. The policy environment and formulation process, as well as the substance of the policy is looked at.					
<b>IPL 355</b>	<b>Political Sciences</b>		<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Forecasting and Risk-analysis</b>					
The nature, methods and use of forecasting and risk-analysis in the Political Sciences. The positioning of forecasting and risk-analysis in a political policy and strategic context. The methodology and use of scenarios as a forecasting technique and of political and country-risk analysis.					
<b>KGK 151</b>	<b>Art</b>	<b>KGK 100</b>	<b>A&amp;E 3 lpw</b>		<b>1</b>
<b>Chronology of Art 1</b>					
This module focuses on the chronology of world art from prehistoric times to the beginning of the nineteenth century. Emphasis is on the interaction between art and religion, art and current philosophical ideas and art and the spirit of the times. The most important monuments of human creativity are highlighted and discussed within context.					
<b>KGK 152</b>	<b>Art</b>	<b>KGK 100</b>	<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>Chronology of Art 2</b>					
This module deals with the chronology of world art from the beginning of the nineteenth century to the present. Emphasis is on aspects such as art and important concepts of the times. The most important works of art of this period are highlighted and discussed within context.					
<b>KGK 153</b>	<b>Art</b>	<b>KGK 100</b>	<b>A&amp;E 3 lpw</b>		<b>3</b>
<b>Iconography of Renaissance Art</b>					
This module focuses on the development of Christian iconography during the Renaissance. The portrayal of religious scenes and associated Christian ideology during the early Renaissance, middle Renaissance and High Renaissance are discussed with regards to the work of Giotto, Masaccio, Van Eyck, Botticelli, Dürer, Leonardo and Michelangelo.					
<b>KGK 154</b>	<b>Art</b>	<b>KGK 100</b>	<b>A&amp;E 3 lpw</b>		<b>4</b>
<b>Pop Art and Conceptual Art</b>					
This module focuses on the historical and cultural context of Pop Art in Britain and the U.S.A. Emphasis is on the themes of Pop art with specific reference to the creation of contemporary icons, happenings and conceptual art.					
<b>KGK 251</b>	<b>Art</b>	<b>KGK 200</b>	<b>A&amp;E 3 lpw</b>		<b>1</b>
<b>San Art</b>					
This module is an intensive study of San Art. Attention is given to the subjects, techniques, distribution, iconography and meaning of rock engravings and rock paintings of the /Xam and !Kung, as well as the use of San motifs in contemporary					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
South African art.					
<b>KGK 252</b>	<b>Art</b>	<b>KGK 200</b>	<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>Romanticism</b>					
This module focuses on the origin, course and main characteristics of Romanticism as cultural trend and stylistic period. Emphasis is placed on the importance of the sublime, transcendence and the religious idea with regards to landscape as well as the different manifestations of Romantic escapism and a search for the exotic. The origin of the icon of the Romantic artist is also investigated.					
<b>KGK 253</b>	<b>Art</b>	<b>KGK 200</b>	<b>A&amp;E 3 lpw</b>		<b>3</b>
<b>Colonialism and modernism</b>					
This module focuses on the ideology of imperialism and colonialism and its influence on art and the mass-media. The relationship between colonialism, capitalism, modernism, stereotypes, patriarchy, gender, race, class and power are examined with regards to examples in the nineteenth century and contemporary art and culture. Colonial art in Australia and the Americas is compared with colonial art in Southern Africa and the influence of post-colonial thinking on the deconstruction of the ideology of colonialism is highlighted with reference to the situation in South Africa.					
<b>KGK 254</b>	<b>Art</b>	<b>KGK 200</b>	<b>A&amp;E 3 lpw</b>		<b>4</b>
<b>Gender and the visual image</b>					
This module focuses on the critical discussion of the debates around gender issues and the maintenance of identities by the visual culture and mass-media. Emphasis is placed on aspects such as Feminism, Masculinism, Postmodern thought, ideology, power, sexism and stereotypes. Gender, as social construct, is studied and deconstructed with regards to relevant examples from visual culture.					
<b>KGK 351</b>	<b>Art</b>	<b>KGK 300</b>	<b>A&amp;E 3 lpw</b>		<b>1</b>
<b>Modernism &amp; post-colonialism</b>					
This module focuses on the traditional and revisionist views of modernism as the exclusive conceptual framework for "modern art" and how the post-colonial debate gave potential revisionist perspectives on it. The relevance of these debates to the South African context is highlighted.					
<b>KGK 352</b>	<b>Art</b>	<b>KGK 300</b>	<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>Postmodernism</b>					
This module explains and illustrates Postmodernism as a contemporary cultural and artistic phenomenon with regards to examples from art and the mass-media. The most important principles and terminology of Postmodernism is explained and the connection between Postmodernism, capitalism and popular culture is explained according to the Post-structuralist theories of Derrida, Foucault, Barthes and Baudrillard. Criticism of Post-modernism is discussed from a post-colonial perspective.					
<b>KGK 353</b>	<b>Art</b>	<b>KGK 300</b>	<b>A&amp;E 3 lpw</b>		<b>3</b>
<b>South African Art</b>					
This module deals with the artistic contributions of three pioneer artists of South Africa namely Anton van Wouw, Jacob Hendrik Pierneef and Gerard Sekoto. Special attention is given to the re-interpretation of their roles as artists within the artistic context of their times.					
<b>KGK 354</b>	<b>Art</b>	<b>KGK 300</b>	<b>A&amp;E 3 lpw</b>		<b>4</b>



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>South African Art: Themes</b>					
This module focuses on various themes from South African art: traditional and contemporary. It gives a revisionist approach to landscape art, African identity and the portrayal of man. Post-colonial thought with regards to the portrayal of the human body.					
KMP 111	Communication pathology	KMP 111	21 lect		1
<b>Human communication</b>					
Neurophysiology of speech production: The role of respiration, phonation, resonance, articulation and supra segmental features in speech production; Speech production models; Speech production phenomena.					
KMP 112	Communication pathology	KMP 112	21 lect		2
<b>Human communication</b>					
Receptive processes: anatomy of the auditory system, physiology of the auditory system, processing of sound. Basic evaluation of normal hearing.					
KMP 113	Communication pathology	KMP 113	21 lect		
<b>Introduction to Communication Pathology</b>					
Defining the profession of communication pathology and professional functions. Historical overview of the development of the profession, description of the client base, definitions, incidence and prevalence of communication pathologies. Professional ethics and standards.					
KMP 121	Communication pathology	KMP 121	21 lect 10 h prac		3
<b>Communication development</b>					
Concepts of development. Description of prenatal; perinatal; cognitive, motor; and socio-emotional development and the importance thereof for communication development. Craniofacial and dental development; the feeding process; laryngeal and neurolinguistic development and the importance thereof for communication development.					
KMP 122	Communication pathology	KMP 122	21 lect 7 h prac		4
<b>Communication development and variation</b>					
Communication development in children: Speech development; language development. Communication development in adults; the influence of ageing on the communication process. Communication variation in a multilingual and multicultural society.					
KMP 211	Communication pathology	KMP 211	21 lect 6 h prac		1
<b>Principles of intervention</b>					
Theoretical basis of assessment and treatment. Interviewing, initial assessments, assessment procedures, diagnosis and prognosis. Principles of rehabilitation, treatment aims, therapeutic models and techniques, adaptations to comply with age, culture and disorder, ethical standards and the intervention process as a basis for research. Observation of assessment and treatment in communication pathology.					
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
KMP 212	Communication pathology	KMP 212	21 lect		2

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	<b>pathology</b>		<b>16 h prac</b>		
<b>Individual service plan development</b> Rationale of the individual service plan. Basic principles of the individual service plan. Strategy pertaining to the development of this programme. The dynamics of the family. An individual plan in the educational context (IEP) for the child with a communication disorder (theory and observation in practice). Specific case studies: the pre-school child and the geriatric population. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KMP 221</b>	<b>Communication pathology</b>	<b>KMP 221</b>	<b>21 lect 7 h prac</b>		<b>3</b>
<b>Early communication intervention</b> Description of the population. Philosophical and historical perspectives in early intervention. Team approach. Family-centered approach. Communication assessment and treatment of infants and toddlers at-risk for communication disorders. Specific case studies. Observation of early communication assessment. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KMP 222</b>	<b>Communication pathology</b>	<b>KMP 222</b>	<b>28 lect</b>		<b>4</b>
<b>Auditory processing disorders</b> Organic and non-organic causes of auditory processing disorders. The central auditory nervous system. The different approaches to auditory processing and auditory processing disorders. Defining an auditory processing disorder, screening procedures, as well as the evaluation and remediation of auditory processing disorders. The importance of a transdisciplinary approach to auditory processing disorders. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KMP 223</b>	<b>Communication pathology</b>	<b>KMP 223</b>	<b>12 lect 9 h prac</b>		
<b>Prevention programmes</b> Theoretical basis of prevention in the health sciences, levels of prevention: programme levels, client ages, prevention institutions. Prevention programmes for speech-language disorders with special emphasis on identification. Prevention programmes for hearing disorders with special emphasis on identification. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KMP 311</b>	<b>Communication pathology</b>	<b>KMP 311</b>	<b>21 lect 14 h prac</b>		
<b>Basic issues in AAC</b> In this module different issues and principles related to AAC intervention is discussed and highlighted e.g. multi-component systems, requisites and support systems. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KMP 312</b>	<b>Communication pathology</b>	<b>KMP 312</b>	<b>28 lect 7 h prac</b>		
<b>AAC systems and intervention</b> This module focuses on the application of different systems, in particular the use of					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
technology in daily living. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
KMP 321	Communication pathology	KMP 321	21 lect		
<b>Research as a professional function: Theory</b> This module focuses on the basic skills required for the successful execution of a research project. It ranges from basic theoretical principles to the technical aspects of research and application in Communication Pathology. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
KMP 381	Communication pathology	KMP 381	5 lect 45 h prac		
<b>Health context: Practical</b> Theoretical basis of service delivery in the health care context: organization of health care services; service delivery in health care; teamwork in the health care context. Developmental appropriate care in the neonatal intensive care unit. Practical experience in a health care programme. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
KMP 411	Communication pathology	KMP 411	21 lect 7 h prac		
<b>Secondary professional functions</b> Expansion and formalizing of the professional tasks: consultation, counseling, teaching and management. The communication pathologist as consultant in a developing country, medico-legal consultation. Consultation and teaching of other professionals. Counseling of the person with a communication disorder (as well as significant other) for the loss of normal communication. The communication pathologist as manager-administrator, financial, staff, budget and procurement management. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
KMP 481	Communication pathology	KMP 481	14 lect		
<b>Research project</b> Research methodology, procedures and designs. Collection and analysis of data. Reporting. Execution of a research project and writing a scientific research report. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
KMP 482	Communication pathology	KMP 482	14 lect 28 h prac		
<b>Early intervention: Practical</b> Clinical application of assessment and treatment principles of infants at risk for communication delays, parent-infant interaction, family needs, teamwork and community-based intervention. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
KMP 483	Communication pathology	KMP 483	14 lect 56 h prac		
<b>Community-based contexts: Practical</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>Theoretical basis of service delivery in the educational context: outline of syllabus; educational principles; developing a curriculum; teaching modes, strategies and techniques; evaluation of teaching outcomes; teamwork in the educational context. Practical experience in an educational programme. Clinical application of the principles of intervention in communication pathology within the context of a certain community. Planning, developing and executing intervention programmes, establishing multisectorial networks and applying professional skills with special reference to prevention, training of caregivers, counseling, consultation and research.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KPS 300</b>	<b>Music</b>	<b>KPS 300</b>	<b>A&amp;E 2 lpw</b>		
<p><b>Composition</b> Orchestration in Classical and Romantic idiom. Writing simple works for a smaller orchestra.</p> <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KPS 400</b>	<b>Music</b>	<b>KPS 400</b>	<b>A&amp;E 2 lpw</b>		
<p><b>Composition</b> Orchestration in a more modern idiom. Writing more complex works for a larger orchestra.</p> <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>KRM 151</b>	<b>Criminology</b>	<b>KRM 110</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<p><b>Fundamental criminology</b> Introduction to criminology; definition of crime; crime trends; Classical, Neo-classical, biogenic and psychogenic explanations of crime.</p>					
<b>KRM 152</b>	<b>Criminology</b>	<b>KRM 110</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<p><b>Violent crime</b> Murder: serial and mass murder, necklacing, farm murders; Assault: threat of assault, assault with the intent to injure; Family violence: child battering, wife battering, battering of the aged; Rape; Control of firearms.</p>					
<b>KRM 153</b>	<b>Criminology</b>	<b>KRM 120</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<p><b>Economic offences</b> Theft: house breaking, robbery, shoplifting; White-collar crime: cheque, credit card and computer fraud; Industrial espionage.</p>					
<b>KRM 154</b>	<b>Criminology</b>	<b>KRM 120</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<p><b>Traffic safety</b> Explanations for the behaviour of road users; factors contributing towards the unsafe use of the road; accountability.</p>					
<b>KRM 251</b>	<b>Criminology</b>	<b>KRM 210</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<p><b>Forensic criminalistics</b> Crime investigation; obtaining information through communication; post-mortem examinations; toxicological and serological examinations; finger prints and facial reconstruction; disputed documents.</p>					
<b>KRM 252</b>	<b>Criminology</b>	<b>KRM 210</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<p><b>Juvenile delinquency</b></p>					

<b>Module code</b>	<b>Department</b>	<b>Old code</b>	<b>Lang – ppw/lpw</b>	<b>Tuks after 5</b>	<b>Q</b>
Influence of the family, school and peer group; gang behaviour; use of drugs; theoretical explanations.					
<b>KRM 253</b>	<b>Criminology</b>	<b>KRM 220</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Victimology</b>					
Accountability and complicity of victims; position of the victim within the criminal justice system; types of crime victims; compensation and restitution.					
<b>KRM 254</b>	<b>Criminology</b>	<b>KRM 220</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Social crime prevention</b>					
Responsibilities of the police and the community in crime prevention; policing styles; consultation; primary, secondary and tertiary crime prevention.					
<b>KRM 351</b>	<b>Criminology</b>	<b>KRM 310</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Psychocriminology</b>					
Nature of human behaviour; aggression and violence; mentally disordered offenders; sexual offences; bombings, arson, hostage taking.					
<b>KRM 352</b>	<b>Criminology</b>	<b>KRM 310</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Political offences</b>					
The state as offender; crime directed at the state; formal and informal suppression; riots; terrorism; assassination; treason; importance of the TRC.					
<b>KRM 353</b>	<b>Criminology</b>	<b>KRM 320</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Female crime</b>					
Nature and extent of female crime; crimes committed by women; theoretical explanations.					
<b>KRM 354</b>	<b>Criminology</b>	<b>KRM 320</b>	<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Penology</b>					
Sentencing and the SA Constitution; deterrence; punishment options; effect of punishment on the offender; rehabilitation possibilities.					
<b>KTS 151</b>	<b>History</b>	<b>KTS 110</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Middle Ages and Renaissance</b>					
Cultural philosophy as the background against which forms of thought and society of the Western world developed from c. 500-1600 AD. Emphasis is placed specifically on the spirit of the times and how it manifested itself in aspects such as architecture, hygiene, social habits, art, morals, literature and religion.					
<b>KTS 152</b>	<b>History</b>	<b>KTS 110</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Baroque to Punk (1600-2000)</b>					
Western and westernised cultural expressions from c.1600-2000. Certain lifestyles and thought patterns are studied as expressions of the spirit of the times, such as social habits, hygiene, religion, literature, the arts, and morals. Specific attention is given to the counter cultural movements of the twentieth century.					
<b>KTS 153</b>	<b>History</b>	<b>KTS 120</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>Memory and identity</b>					
The connection between historical consciousness and identity — the degree to which people are “what you remember” — or are prescribed to remember. Personal memories and officially sanctioned heritage/history: identification or alienation? Personal histories as told through remembrance, genealogy, and heraldry. The processes whereby it is transformed into collective memory.					
<b>KTS 154</b>	<b>History</b>	<b>KTS 120</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>VOC and Cape Dutch culture</b>					
An overview of the settlement at the Cape from 1652 to the present in South Africa. The expansion of districts to the interior; the development of architecture, dress and domestic objects.					
<b>KTS 251</b>	<b>History</b>	<b>KTS 210</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Victorian culture</b>					
Nineteenth century middle class culture against the background of industrialisation and imperialism - with Great Britain as leading representative. The materialistic spirit of the times and the socialistic reaction as manifested in the material culture of the time : from the Great Exhibition to the Arts and Craft movement. The nineteenth century roots of the class struggle and changing gender roles.					
<b>KTS 252</b>	<b>History</b>	<b>KTS 210</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Museums through the Ages</b>					
The origins of the earliest collections in Europe, America and South Africa, and the eventual establishment of official museums. The diverse nature of museums and the requirements fulfilled thereby. Museums for Africa.					
<b>KTS 253</b>	<b>History</b>	<b>KTS 220</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>SA popular habits and beliefs</b>					
A comparative cultural historical analysis of certain aspects of the spiritual culture of various South African communities in the nineteenth century. Aspects which are dealt with include amongst others family types, characteristics, religions, popular science, and habits concerning birth, marriage and death.					
<b>KTS 254</b>	<b>History</b>	<b>KTS 220</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<b>SA: the world of the pioneer</b>					
The development of housing; the practice of self-sufficiency on farms, domestic objects, dress; the appearance of popular art motifs.					
<b>KTS 311</b>	<b>History</b>	<b>KTS 310</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>19<sup>th</sup> and 20<sup>th</sup> century style</b>					
The development of different periods of style in cultural history since 1880 to 1990.					
<b>KTS 352</b>	<b>History</b>	<b>KTS 310</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Cultural historical research</b>					
Theory and method of cultural history in the 20 <sup>th</sup> century. Trends that influenced the technique of cultural history research: from Freud's psychoanalysis and the sexual revolution to the hybridisation of Imperial Western culture in a post-colonial world. The diverse and growing collections of sources from which 20 <sup>th</sup> century cultural history can be reconstructed.					
<b>KTS 353</b>	<b>History</b>	<b>KTS 320</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>Culture of urbanization</b>					
Black and white urbanization in South Africa during the 20 <sup>th</sup> century: changes in cultural expression, the urban culture of leisure time, the spirit of urbanization as expressed in the literature of the time. The experience of different communities are compared with specific reference to the findings of social historians such as Callinicos and Van Onselen.					
<b>KTS 354</b>	<b>History</b>	<b>KTS 320</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<b>SA cultural heritage 1800-2000</b>					
The development of architecture, painting and sculpture in South Africa from 1800 to					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
1990. National memorials, monuments and restoration of these structures. Indigenous artists of the 20 <sup>th</sup> century.					
<b>KTS 355</b>	<b>History</b>		<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Cultural resource management</b> Introduction to the identification, development, utilization, and management of cultural resources (historical sites, buildings, and objects).					
<b>LAT 151</b>	<b>Ancient languages</b>	<b>LAT 110</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Latin grammar and reading</b> Basic characteristics and use of classical Latin: the verb and noun in Latin (conjugation and declension), basic syntax, as well as vocabulary; exercises in grammar and reading; relevant social, political and historical background. <ul style="list-style-type: none"> <li>• <i>Not for students who passed Latin in Gr 12</i></li> </ul>					
<b>LAT 152</b>	<b>Ancient languages</b>	<b>LAT 110</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Latin grammar and reading</b> Continued study of accidence and syntax; further basic vocabulary. More adapted Latin passages to facilitate linguistic proficiency. <ul style="list-style-type: none"> <li>• <i>Not for students who passed Latin in Gr 12</i></li> <li>• <i>Requires LAT 151</i></li> </ul>					
<b>LAT 153</b>	<b>Ancient languages</b>	<b>LAT 120</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>Latin grammar and reading</b> Continued study of accidence and syntax: further basic vocabulary. More adapted Latin passages to facilitate linguistic proficiency. <ul style="list-style-type: none"> <li>• <i>Not for students who passed Latin in Gr 12</i></li> <li>• <i>Requires LAT 152</i></li> </ul>					
<b>LAT 154</b>	<b>Ancient languages</b>	<b>LAT 120</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<b>Latin grammar and reading</b> The student's knowledge and understanding of Latin accidence, syntax and vocabulary is extended further. The emphasis is now more on reading passages and analysing them grammatically and syntactically. <ul style="list-style-type: none"> <li>• <i>Not for students who passed Latin in Gr 12</i></li> <li>• <i>Requires LAT 153</i></li> </ul>					
<b>LAT 251</b>	<b>Ancient languages</b>	<b>LAT 210</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Latin literature, grammar and history</b> Selected passages from Latin literature, including legal and patristic texts; Latin grammar. An introduction to Roman history. <ul style="list-style-type: none"> <li>• <i>Requires LAT 151 - 154 or a pass mark in Latin in Gr 12</i></li> </ul>					
<b>LAT 252</b>	<b>Ancient languages</b>	<b>LAT 210</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Latin literature, grammar and history</b> Selected passages of prose and poetry. Latin grammar. Roman history. <ul style="list-style-type: none"> <li>• <i>Requires LAT 251</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
LAT 253	Ancient languages	LAT 220	A&E 2 lpw		3
<b>Latin literature, grammar and history</b> Selected passages of prose and poetry. Latin grammar. Roman history. • <i>Requires LAT 252</i>					
LAT 254	Ancient languages	LAT 220	A&E 2 lpw		4
<b>Latin literature, grammar and history</b> Selected passages of prose and poetry. Latin grammar. Roman history. History of Latin literature. • <i>Requires LAT 253</i>					
LAT 351	Ancient languages	LAT 310	A&E 2 lpw		1
<b>Latin literature and Roman history</b> Selected passages of prose and poetry; legal and patristic texts may also be included. Latin grammar. Roman history. • <i>Requires LAT 251-254</i>					
LAT 352	Ancient languages	LAT 310	A&E 2 lpw		2
<b>Latin literature and mythology/religion</b> Selected passages of prose and poetry; legal and patristic texts may also be included. Roman history. Graeco-Roman mythology and religion. • <i>Requires LAT 351</i>					
LAT 353	Ancient languages	LAT 320	A&E 2 lpw		3
<b>Latin literature</b> Selected passages of prose and poetry; legal and patristic texts may also be included. Roman history. • <i>Requires LAT 352</i>					
LAT 354	Ancient languages	LAT 320	A&E 2 lpw		4
<b>Latin literature and antiquities</b> Selected passages of prose and poetry; legal and patristic texts may also be included. Roman history. Selected topics from Roman antiquities and daily life. • <i>Requires LAT 353</i>					
LIN 151	Linguistics	LIN 110	A&E 2 lpw	A&E - 2 lpw	1
<b>Introduction to the nature of linguistic knowledge and linguistics</b> The nature of linguistic knowledge; how this knowledge is structured; linguistic knowledge and the brain; language and thought.					
LIN 152	Linguistics	LIN 110	A&E 2 lpw	A&E - 2 lpw	4
<b>Introduction to language planning</b> The nature of language proficiency; the social functions of language; the concept development and the interrelationship between these factors; the role of language in education, economic development, political development, state administrative development and the media; the domains in which the issue has an impact; case					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
studies from (South) African communities.					
<b>LIN 153</b>	<b>Linguistics</b>	<b>LIN 120</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Introduction to language development</b>					
The notion language development; the equipment languages need in order to be effective instruments of development and use in public functions; the South African languages as developmental instruments; language promotion strategies.					
<b>LIN 154</b>	<b>Linguistics</b>	<b>LIN 120</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Verbal communication</b>					
The traditional model of the communication process; the role of the situation; the psychological, social and cultural contexts and background knowledge in the production and interpretation of texts; language norms; the linguistic, rhetorical and genre features of texts; pragmatic comparison of languages; address terms, reference discourse conventions; cross-cultural communication, stereotypes; speech acts; Grice's maxims.					
<b>LIN 155</b>	<b>Linguistics</b>	<b>LIN 120</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Lexicology</b>					
The nature and structure of the mental lexicon: types of lexical items (words, morphemes and fixed expressions); ambiguity (polysemy; homonymy and usage variation); lexical relations (synonymy, antonymy, part-whole, class inclusion); co-location (lexical co-occurrence); idioms and set phrases; meaning extension (metaphor, metonymy).					
<b>LIN 251</b>	<b>Linguistics</b>	<b>LIN 210</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Principles and practice of lexicography</b>					
Dictionary typology (the relationship between dictionary type and task type / user group); dictionary components (front matter, central word list, back matter); macrostructure (selection and ordering of headwords); microstructure (types of information in dictionaries); the process of dictionary-making (data-collection, concordances, manuscript-making, publishing).					
<b>LIN 252</b>	<b>Linguistics</b>	<b>LIN 210</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Language and grammar theory</b>					
Different approaches to the study of language with the emphasis on new insights each approach has brought to the object of study.					
<b>LIN 253</b>	<b>Linguistics</b>	<b>LIN 220</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Grammatical analysis and description</b>					
Language universals on the phonological, morphological and syntactic levels of language.					
<b>LIN 254</b>	<b>Linguistics</b>	<b>LIN 220</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Language planning</b>					
Language attitudes; language policy issues; development discourse style. Measuring language proficiency. Language planning.					
<b>LIN 255</b>	<b>Linguistics</b>	<b>LIN 220</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E 2 lpw</b>	<b>3</b>
<b>Language development</b>					
Language promotion in Africa: experiences in Tanzania, Kenya, Somalia and Ethiopia; the sociolinguistic profile of the languages of South Africa; the LANGTAG process.					
<b>LIN 351</b>	<b>Linguistics</b>	<b>LIN 310</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Critical discourse analysis</b>					
CDA and related fields of study; the text and its ideational function (a critical approach to text type, genre, lexicogrammatical cohesion, metaphor, etc.); discursive practice and the inter-personal function of language (production, consumption and distribution of texts; inter-textuality and interdiscursivity; interactional control, modality, etc.); sociocultural practice (ideology and hegemony).					
<b>LIN 352</b>	<b>Linguistics</b>	<b>LIN 310</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2lpw</b>	<b>2</b>
<b>Language and development</b>					
The notions language and development; the interaction between them; multilingualism and development; overview of the role of language/ multilingualism in the following developmental domains: education, economic performance, political activity and the state administration.					
<b>LIN 353</b>	<b>Linguistics</b>	<b>LIN 310</b>	<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>1</b>
<b>Language and economic development</b>					
The interrelationship between language and economic performance (effectivity, efficiency, productivity); language as an economic resource; the correlation between linguistic diversity and economic development; the economic value of languages.					
<b>MAF 100</b>	<b>Music</b>	<b>MAF 100</b>	<b>A&amp;E 2 lpw</b>		
<b>African music Practical</b> {24cr}					
Practice of African music.					
<ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MAM 101</b>	<b>Music</b>	<b>MAM 101</b>	<b>A&amp;E 5 lpw</b>		
<b>General music studies</b> {48 cr}					
Practical development of music literacy, including the following three modules: music theory, keyboard skills, and class music.					
<ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MAM 110</b>	<b>Music</b>	<b>MAM 110</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>General music studies</b> {24 cr}					
More advanced practical development of music literacy, including music theory, keyboard skills, and class music.					
<ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MAM 120</b>	<b>Music</b>	<b>MAM 120</b>	<b>A&amp;E 2 lpw</b>		
<b>General music studies</b> {6cr}					
Study of instruments, and acoustics.					
<ul style="list-style-type: none"> <li>• <i>Semester module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MAM 201</b>	<b>Music</b>		<b>A&amp;E 2 lpw</b>		
<b>General music studies</b> {6cr}					
Research methods, notation, scales, and chords.					
<ul style="list-style-type: none"> <li>• <i>Semester module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>MBK 151</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 100</b>	<b>A - 3 lpw</b>		<b>1</b>
<b>Sport Psychology I</b> Sport Psychology on first year level is a general introductory module that orientates the student in Sport Psychology as a science. In essence the module focuses on psychological principles and human behaviour in an exercise and sport context. This includes the study of sport and exercise behaviour, the psychology of coaching and exercise psychology.					
<b>MBK 152</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 100</b>	<b>A - 3 lpw</b>		<b>2</b>
<b>Recreation Management and Sport Management</b> This course orientates students to the role and importance of scientific management of recreation and sport. Functions, roles, methods and techniques of the recreation or sport manager are studied. The management functions of planning and organizing are applied in detail to the recreation and sport industry.					
<b>MBK 153</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 100</b>	<b>A - 3 lpw</b>		<b>3</b>
<b>Sport Philosophy</b> Sport Philosophy entails a thorough and objective investigation into sport as a phenomenon and the role (value and dangers) thereof in modern day society. The Olympic Games or rather “The Games Cities Play” (De Lange, P. 1998) is taken as the main frame of reference. Philosophy is regarded as modus operandi with students getting ample opportunities to philosophize about e.g. “Drugs in Sport” and “Unethical behavior in sport”.					
<b>MBK 154</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 100</b>	<b>A - 3 lpw</b>		<b>4</b>
<b>Biokinetics I</b> Biokinetics on first year level is an introductory module with the aim to orientate the student for Biokinetics as profession. In essence the module focuses primarily on the necessity of evaluation, how the tests must be selected so that it is valid and reliable, the tests that can be used for the different physiological parameters and how the data must be analysed by way of statistical methods.					
<b>MBK 251</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 200</b>	<b>A - 3 lpw</b>		<b>1</b>
<b>Sport Psychology II</b> Sport Psychology in this module essentially focuses on practical Sport Psychology that can be applied in a practical sport setting. The student is introduced to simplistic sport psychological questionnaires that help determine motivation, activation levels as well as sport psychological techniques. The psychology of injuries and burn out are part of this module.					
<b>MBK 252</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 200</b>	<b>A - 3 lpw</b>		<b>2</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Research Methodology</b>					
Within the academic field Research Methodology is of universal importance. MBK 252 looks at research against the background of sport and recreation. In general terms the questions "What is science and what is research?" are addressed. Furthermore attention is given to the <i>basic concepts</i> (language) of the research world, research methods (types of research) data gathering techniques, sample taking, research statistics, research philosophy and research ethics.					
<b>MBK 253</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 200</b>	<b>A - 3 lpw</b>		<b>3</b>
<b>Sport Didactics</b>					
Sport Didactics at second-year level aim to improve the ability of the student to analyse a coaching, teaching, recreation and/or biokinetics situation. This will enable the student to plan for any of the situations mentioned in practice.					
<b>MBK 254</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 200</b>	<b>A - 3 lpw</b>		<b>4</b>
<b>Biokinetics II</b>					
Biokinetics on second year level focuses primarily on practice directed health care to prepare the student for Biokinetics as profession. In the first place the focus is on carbohydrate and fat as energy source, the health implications for obesity and exercise as modality for the treatment of obesity. Secondly, the focus is on growth and development of the baby and adult and how exercise can influence the growth and development.					
<b>MBK 301</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 300</b>	<b>A - 3 lpw</b>		<b>1</b>
<b>Sport Psychology III</b>					
Advanced theories in Sport Psychology are the main focus on the third year level. The student is orientated in different approaches of well-known international sport psychologists. Community service in the context of sport is an important part of the programme and the application of sport psychological knowledge as well as research is expected from the third year student.					
<b>MBK 352</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 300</b>	<b>A - 3 lpw</b>		<b>2</b>
<b>Exercise Science</b>					
The focus of this field of study is on skill acquisition with primary consideration given to the learning process, and the cognitive and motor processes underlying the learning of skills. The factors that influence skill learning are also studied. Students preparing for a career in Physical Education or as sport coaches, dance instructors, physiotherapists and occupational therapists will receive the necessary foundation to develop effective instructional strategies. Instructors in military and industrial training settings will also benefit from this field of study.					
<b>MBK 353</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 300</b>	<b>A - 3 lpw</b>		<b>3</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Exercise Science</b>					
This module essentially focuses on exercise principles that can be applied in the exercise industry. The student is exposed to the latest international trends in regard to total wellness programmes, design and evaluation of aerobic and non-aerobic exercise programmes, latest principles regarding strength and power development including isokinetic principles, as well as special approaches towards children, women and the elderly. Ergogenic aids will also be evaluated. Practical sessions on resistance training, plyometrics and stretching techniques also form part of the course.					
<b>MBK 354</b>	<b>Biokinetics, sport &amp; recreational sciences</b>	<b>MBK 300</b>	<b>A - 3 lpw</b>		<b>Y</b>
<b>Biokinetics III</b>					
Biokinetics on third year level focuses primarily on preparing the student for specialization in Biokinetics on honors level. The focus is primarily on the anatomical position, symptoms and identification of the most important soft tissue injuries in sport and the use of exercise as a rehabilitation modality in final phases of rehabilitation.					
<b>MCS 300</b>	<b>Music</b>	<b>MCS 300</b>	<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Music - Capita selecta</b> {35 cr}					
Aspects of chamber music or ethnomusicology.					
• Year module. Closed - requires departmental selection					
<b>MCS 401</b>	<b>Music</b>	<b>MCS 401</b>	<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Music - Capita selecta</b> {50 cr}					
Aspects of chamber music or music therapy.					
• Year module. Closed - requires departmental selection					
<b>MCS 402</b>	<b>Music</b>	<b>MCS 402</b>	<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Music - Capita selecta</b> {50 cr}					
Aspects of music therapy or music technology.					
• Year module					
• Closed - requires departmental selection					
<b>MEI 100</b>	<b>Music</b>	<b>MEI 100</b>	<b>1 lpw</b>		<b>Y</b>
<b>First instrument</b> {24 cr}					
Technical work, recital pieces, sight reading.					
• Year module					
• Closed - requires departmental selection					
<b>MEI 200</b>	<b>Music</b>	<b>MEI 200</b>	<b>1 lpw</b>		<b>Y</b>
<b>First instrument</b> {30 cr}					
Technical work, recital pieces, sight reading.					
• Year module					
• Closed - requires departmental selection					
<b>MEI 300</b>	<b>Music</b>	<b>MEI 300</b>	<b>1 lpw</b>		<b>Y</b>
<b>First instrument</b> {35 cr}					
Technical work, recital pieces, sight reading.					
• Year module					
• Closed - requires departmental selection					
<b>MEI 400</b>	<b>Music</b>	<b>MEI 400</b>	<b>1 lpw</b>		<b>Y</b>
<b>First instrument</b> {50 cr}					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Technical work, recital pieces, sight reading. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MEI 403</b>	<b>Music</b>	<b>MEI 403</b>	<b>1.5 ppw</b>		<b>Y</b>
<b>First instrument</b> { 50 cr} Public recital of a concert programme of at least one hour. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MGS 110</b>	<b>Music</b>	<b>MGS 110</b>	<b>A&amp;E - 3 lpw</b>		<b>1 &amp; 2</b>
<b>History of Music</b> {12 cr} A synopsis of the history of music. <ul style="list-style-type: none"> <li>• <i>Semester module.</i></li> <li>• <i>Requires knowledge of music notation.</i></li> </ul>					
<b>MGS 120</b>	<b>Music</b>	<b>MGS 120</b>	<b>A&amp;E 3 lpw</b>		<b>3 &amp; 4</b>
<b>History of Music</b> {12 cr} The Baroque. <ul style="list-style-type: none"> <li>• <i>Semester module</i></li> <li>• <i>Requires knowledge of music notation.</i></li> </ul>					
<b>MGS 210</b>	<b>Music</b>	<b>MGS 210</b>	<b>A&amp;E 3 lpw</b>		<b>1 &amp; 2</b>
<b>History of Music</b> {15 cr} The Classical period and early Romanticism. <ul style="list-style-type: none"> <li>• <i>Semester module</i></li> <li>• <i>Requires knowledge of music notation.</i></li> </ul>					
<b>MGS 220</b>	<b>Music</b>	<b>MGS 220</b>	<b>A&amp;E 3 lpw</b>		<b>3 &amp; 4</b>
<b>History of Music</b> {15 cr} Romanticism. <ul style="list-style-type: none"> <li>• <i>Semester module</i></li> <li>• <i>Requires knowledge of music notation.</i></li> </ul>					
<b>MGS 310</b>	<b>Music</b>	<b>MGS 310</b>	<b>A&amp;E 3 lpw</b>		<b>1 &amp; 2</b>
<b>History of Music</b> {17.5 cr} Style characteristics of the 20 <sup>th</sup> century. <ul style="list-style-type: none"> <li>• <i>Semester module</i></li> <li>• <i>Requires knowledge of music notation.</i></li> </ul>					
<b>MGS 320</b>	<b>Music</b>	<b>MGS 320</b>	<b>A&amp;E 3 lpw</b>		<b>3 &amp; 4</b>
<b>History of Music</b> {17.5 cr} <i>Capita selecta</i> and South African art music. <ul style="list-style-type: none"> <li>• <i>Semester module</i></li> </ul>					
<b>MGS 410</b>	<b>Music</b>	<b>MGS 410</b>	<b>A&amp;E - 3 lpw</b>		<b>1 &amp; 2</b>
<b>History of Music</b> {25 cr} <i>Capita selecta.</i> <ul style="list-style-type: none"> <li>• <i>Semester module</i></li> </ul>					
<b>MGS 420</b>	<b>Music</b>	<b>MGS 420</b>	<b>A&amp;E - 3 lpw</b>		<b>3 &amp; 4</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>History of Music</b> {25 cr}					
Capita selecta and research methodology: essay.					
• Semester module					
<b>MKT 100</b>	<b>Music</b>	<b>MKT 100</b>	<b>A&amp;E 3 lpw</b>		<b>Y</b>
<b>Music Theory</b> {24 cr}					
Melody, harmonic concepts, diatonic triads, cadences, diatonic quartads, secondary dominants, contrapuntal techniques in a two-part texture, phrase structures, one-part, binary, ternary form, inventions, variation form.					
• Year module					
• Closed - requires departmental selection.					
<b>MKT 102</b>	<b>Music</b>	<b>MKT 102</b>	<b>A&amp;E 3 lpw</b>		<b>Y</b>
<b>Music Theory</b> {24 cr}					
Melody, harmonic concepts, diatonic triads, cadences, contrapuntal techniques in a two-part texture.					
• Year module					
• Closed - requires departmental selection.					
<b>MKT 200</b>	<b>Music</b>	<b>MKT 200</b>	<b>A&amp;E 4 lpw</b>		<b>Y</b>
<b>Music Theory</b> {30 cr}					
Modulation with any key relationship, general chromatic chords, complex chord structures, contrapuntal techniques in a three-part texture, rondo form, sonata form, canon, fugue.					
• Year module					
• Closed - requires departmental selection.					
<b>MKT 300</b>	<b>Music</b>	<b>MKT 300</b>	<b>A&amp;E 3 lpw</b>		<b>Y</b>
<b>Music Theory</b> {35 cr}					
Procedures of Romanticism and Impressionism, contrapuntal procedures with c.f. in a three-part and four-part texture, types of song, character pieces, chorale preludes, concerti, form in Romanticism.					
• Year module					
• Closed - requires departmental selection					
<b>MKT 400</b>	<b>Music</b>	<b>MKT 400</b>	<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Music Theory</b> {50 cr}					
Capita selecta, 20 <sup>th</sup> century.					
• Year module					
• Closed - requires departmental selection					
<b>MKZ 100</b>	<b>Music</b>	<b>MKZ 100</b>			<b>Y</b>
<b>Choir work</b> {24 cr}					
Practical and theoretical aspects of choir conducting.					
• Year module					
• Closed - requires departmental selection					
<b>MME 100</b>	<b>Music</b>	<b>MME 100</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Methodology: First Instrument</b> {12 cr}					
For piano: The methodology of basic elements of piano instruction as well as repertoire up to UNISA Grade 5. Evaluation of beginner and technical books and the requirements for tuition at music centres.					
• Year module.					
• Closed - requires departmental selection.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>MME 200</b>	<b>Music</b>	<b>MME 200</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Methodology: First Instrument {20 cr}</b> For Piano: Advanced elements of tuition. History of the instrument; playing mechanism; fingering; use of pedals; repertoire from Grade 6 up to Grade 8 UNISA; the requirements for subject music. <ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MME 300</b>	<b>Music</b>	<b>MME 300</b>	<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Methodology: First Instrument {35 cr}</b> For piano: Advanced elements of tuition (continuance of MME 200). The schools of technique; rubato and agogics; practice methods; memory functions; study of the repertoire of the Baroque, the Classical and Romantic periods. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MME 400</b>	<b>Music</b>	<b>MME 400</b>	<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Methodology: First Instrument { 50 cr}</b> For piano: Advanced elements of tuition (continuance of MME 300). The interpretation of style elements from the Baroque period to contemporary music. Study of Impressionist and contemporary repertoire. Research methodology; essay. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MPE 170</b>	<b>Music</b>		<b>A&amp;E 2 lpw</b>		<b>1 &amp; 2</b>
<b>Music industry and education {12 cr}</b> An orientation to music education. Introduction to the teaching of music practice, merit and aim of the subject, music studies and skills regarding subject content. Music educators: role models. <ul style="list-style-type: none"> <li>• <i>Semester module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MPE 270</b>	<b>Music</b>		<b>A&amp;E 2 lpw</b>		<b>3 &amp; 4</b>
<b>Music industry and education { 20 cr}</b> Orientation to education and learning theories, learning designs; work schemes, lesson examples and training packages. Subject didactics: tuition to large groups, motivation, discipline, class management, and teacher communication. Multi-cultural music education. Arts education. Music and the community. <ul style="list-style-type: none"> <li>• <i>Semester module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MPE 370</b>	<b>Music</b>		<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Music industry and education {35 cr}</b> Music skills in large groups: study in practice. Extra-curricular music education activities: revue, operetta, eistedfodds and choir. Integrating music activities and other disciplines. Music and the community. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MPE 470</b>	<b>Music</b>				<b>Y</b>
<b>Music industry and education {50 cr}</b> Research methodology and essay. Philosophical grounding. Subject didactics: study of ways of learning and becoming. Class management for subject specialists: syllabi,					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
work schemes, lesson design, subject policy, and resources. Practical experience. Entrepreneurship. Exceptional music education.					
<ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MPM 101</b>	<b>Music</b>	<b>MPM 101</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Practical music</b> {24 cr} Individual lesson on instrument of choice. Technical work and recital pieces. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires UNISA Gr 5 standard and departmental selection</i></li> </ul>					
<b>MPM 102</b>	<b>Music</b>	<b>MPM 102</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Practical music</b> { 24 cr} Keyboard skills. Keyboard harmony and simple recital pieces. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MPM 201</b>	<b>Music</b>	<b>MPM 201</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Practical music</b> {30 cr} Continuation of MPM 101. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MPM 202</b>	<b>Music</b>	<b>MPM 202</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Practical music</b> {30 cr} Group singing: choir and choir training. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MPM 301</b>	<b>Music</b>	<b>MPM 301</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Practical music</b> {35 cr} Continuation of MPM 201. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>MTI 100</b>	<b>Music</b>	<b>MTI 100</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Second Instrument</b> {12 cr} Technical work, recital pieces and sight reading. <ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MTI 200</b>	<b>Music</b>	<b>MTI 200</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Second Instrument</b> {20 cr} Technical work, recital pieces and sight reading. <ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MTI 300</b>	<b>Music</b>	<b>MTI 300</b>	<b>A&amp;E 1 lpw</b>		<b>Y</b>
<b>Second Instrument</b> {35 cr} Technical work, recital pieces and sight reading. <ul style="list-style-type: none"> <li>• <i>Year module.</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
MUE 200	Music	MUE 200	A&E 1 lpw		Y
<b>Ethnomusicology</b> {25 cr}					
Ethnomusicology as a discipline. Music traditions in Africa south of the Sahara, with greater emphasis on Southern Africa (inter alia isiXhosa, isiZulu and Venda). Study of African rhythm, also with reference to Central Africa.					
MWP 161	Social Work		A&E 2 lpw		Y
<b>Social work in practice</b>					
Introduction to developmental problems, speciality fields and welfare services in practice. Observation of the role of the social worker in relation to other inter-sectoral stakeholders in the welfare sector. Application of social work intervention in the community by means of a situation analysis. Practicing the skills of social work intervention with groups and individuals in a laboratory setting.					
MWP 261	Social Work	MWP 200	A&E 2 lpw		Y
<b>Social work in practice</b>					
Observation and experience of the impact of societal conditions on the family and the role of the social worker in the handling thereof. Awareness of specialist fields, namely chemical dependency, disability, gerontology and correctional services. Application of intervention skills, models and processes on individuals, groups and communities in practice under the supervision of welfare organizations.					
• <i>Closed - requires departmental selection.</i>					
MWP 361	Social Work	MWP 300	A&E 2 lpw		Y
<b>Social work in practice</b>					
Application of the social work intervention process, skills and models in the community, with groups and individuals in practice under the supervision of a welfare organization. Practice experiencing in specialist fields such as correctional services, marital counseling and social work in mental health care and health care. Focus on violence, parenthood and statutory work in the family.					
• <i>Closed - requires departmental selection.</i>					
MWP 461	Social Work	MWP 400	A&E 2 lpw		
<b>Social work management</b>					
As intern at a welfare organization, management of own workload and social work programmes. Implementation of respective functions and components of general management, marketing management, financial management and management of micro-enterprise within a social work context. Team work. Identifying with the social work profession and development of professional's relationships with colleagues and clients.					
• <i>Closed - requires departmental selection.</i>					
MWP 462	Social Work	MWP 400	A&E 2 lpw		Y
<b>Research dissertation</b>					
As intern at a welfare organization to undertake an independent research project on a relevant topic. The completion of the research process and submitting the research report as an essay.					
• <i>Closed - requires departmental selection.</i>					
MWP 463	Social Work	MWP 400	A&E 2 lpw		Y
<b>Social work interventions</b>					
As intern at a welfare organization, interventions with individuals, families, groups and an independent community work project. Interventions are aimed at prevention, enrichment and rehabilitation programmes as well as statutory work. Sexuality					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
development, crisis intervention, family and marital therapy and divorce mediation with specific focus on the child. Applicable legislation needs to be interpreted and applied.					
• <i>Closed - requires departmental selection.</i>					
<b>MWP 464</b>	<b>Social Work</b>	<b>MWP 400</b>	<b>A&amp;E 2 lpw</b>		<b>Y</b>
<b>Social policy/development</b>					
As intern at a welfare organization, formulation of social policy for a developmental problem. Critically analysing and implementing of existing social policy. Integrated human and economic developmental programmes aimed at the building of human capital, social capital and small micro-enterprises and skills in job creation. Inter-sectoral stakeholders in the welfare sector need to be involved in teamwork. Service delivery focus on holistic, integrated services reflected on the levels of prevention, early intervention, statutory processes and community care and developmental services on a continuum.					
• <i>Closed - requires departmental selection.</i>					
<b>MWT 151</b>	<b>Social Work</b>		<b>A&amp;E 3 lpw</b>		<b>1</b>
<b>Developmental social work</b>					
The origin, nature, extent, principles and values of developmental social work in the diverse South African context. Developmental problems, target groups, specialist fields and programmes for social work interventions on individual, family, group and community level.					
<b>MWT 152</b>	<b>Social Work</b>		<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>SW intervention: Community</b>					
Nature and extent of social work intervention, processes, techniques and skills as applicable to the community. Humans in interaction with the environment. Roles, tasks and relationships of inter-sectoral stakeholders in addressing developmental problems.					
<b>MWT 153</b>	<b>Social Work</b>		<b>A&amp;E 3 lpw</b>		<b>3</b>
<b>SW intervention: Individual, family</b>					
Historical development, nature and extent of social work intervention, aiding processes and modes, techniques and skills as applicable to the individual, family and group.					
<b>MWT 154</b>	<b>Social Work</b>		<b>A&amp;E 3 lpw</b>		<b>4</b>
<b>Family: development &amp; assistance</b>					
The life cycle of the family and its various phases, tasks and members of the family. The focus is on the social, economical, religion and cultural diversity of families as well as types of family composition and the role of the social worker in family development and guidance.					
<b>MWT 155</b>	<b>Social Work</b>		<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>Primary health care</b>					
International and Southern African development of primary health care. Mission and goals of primary health care, primary health team, public health, health education, promotion of health and preventative procedures, community participation in South African context. Social issues in marginalised communities, that is HIV/AIDS, TB and substance abuse.					
<b>MWT 156</b>	<b>Social Work</b>		<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>SW issues: family care</b>					
Family types, family alliances, family disintegration in multi-cultural context.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Crime/violence/molesting with specific reference to the youth. Social grants – criteria and procedures. Care of vulnerable target groups such as neglected and abused children and kids living on the streets. Establishment and management of daycare facilities and crèches.					
<b>MWT 251</b>	<b>Social Work</b>	<b>MWT 200</b>	<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>SW intervention: Community</b> Models, aid modes, processes, techniques and skills as applicable to social work intervention in the community. Community participation and involvement for empowerment. Self-help and building of capacity for community development programmes and projects. • <i>Closed - requires departmental selection.</i>					
<b>MWT 252</b>	<b>Social Work</b>	<b>MWT 200</b>	<b>A&amp;E 3 lpw</b>		<b>2</b>
<b>SW intervention: Individual, family</b> Theories, models, therapeutic aiding processes as applicable to the individual, family and group. Roles and tasks of inter-sectoral stakeholders. Measuring social work intervention. • <i>Closed - requires departmental selection.</i>					
<b>MWT 253</b>	<b>Social Work</b>	<b>MWT 200</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<b>Family development &amp; guidance</b> Components of the marital relationship and various family alliances. The implications of the conditions in society (poverty, unemployment, homeless, crime, violence, political unrest, children living on the streets) on the family. Intervention skills with regard to family programmes aimed at prevention, development, enrichment and rehabilitation.					
<b>MWT 254</b>	<b>Social Work</b>		<b>A&amp;E 2 lpw</b>		<b>4</b>
<b>Specialist fields</b> The problems, needs, tendencies and social work services delivered with regard to chemical dependency, disability, gerontology and correctional services. • <i>Closed - requires departmental selection.</i>					
<b>MWT 255</b>	<b>Social Work</b>	<b>MWT 200</b>	<b>A&amp;E 2 lpw</b>		
<b>Community development</b> Points of departure for small group dynamics, types of small groups, administrative aspects, the group work process and the most important theories and models in group work. Skills, aiding modes, roles and behavior in group work. Models for community work. Process, methods and skills in community development as applicable to urban and rural areas.					
<b>MWT 351</b>	<b>Social Work</b>	<b>MWT 300</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<b>Social work intervention: Community, individual, family and group</b> Components of project management in communities. Techniques and skills with reference to crisis intervention, problem management, cognitive restructuring, behavior change and psycho-analytical theory. • <i>Closed - requires departmental selection.</i>					
<b>MWT 352</b>	<b>Social Work</b>	<b>MWT 300</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<b>Family development &amp; guidance</b> The development of the child as client. Child neglect, rights of the child and social					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>security. Community resources for and substitute care for children. Programmes for the promotion of family life.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MWT 353</b>	<b>Social Work</b>		<b>A&amp;E 2 lpw</b>		<b>3</b>
<p><b>Social Policy</b> Importance and ethical rationale of Social Policy practice. Policy practice framework for skills and tasks. Strategy for policy persuasion. Preparation, formulation, analyzing and implementing social policy. South African social policy.</p>					
<b>MWT 354</b>	<b>Social Work</b>	<b>MWT 300</b>	<b>A&amp;E 2 lpw</b>		<b>4</b>
<p><b>Social work research</b> Research concepts, research ethics, types of research, research designs and research process as applicable to social work.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MWT 451</b>	<b>Social Work</b>	<b>MWT 412</b>	<b>A&amp;E 2 lpw</b>		<b>1</b>
<p><b>Specialized theories</b> Family therapy with the focus on specific models. Marital therapy. Theoretical founding of the divorce process, divorce mediation and counseling. Play therapy with children with specific problems.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MWT 452</b>	<b>Social Work</b>	<b>MWT 413</b>	<b>A&amp;E 2 lpw</b>		<b>2</b>
<p><b>Social work management</b> Managing of the self, general management, marketing management, financial management and management of volunteers within the welfare and social work context.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MWT 453</b>	<b>Social Work</b>	<b>MWT 421</b>	<b>A&amp;E 2 lpw</b>		<b>3</b>
<p><b>Specialist fields</b> The unique problems, needs, tendencies and service delivery with regard to industrial social work and employee assistance programmes and social work in the field of health and mental health care.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>MWT 454</b>	<b>Social Work</b>		<b>A&amp;E 2 lpw</b>		<b>4</b>
<p><b>Social development</b> Theoretical points of departure, the process, goals and strategies for social development. Sustainable developmental programmes aimed, inter alia at job creation, human capital, poverty and women. The inter sectoral cooperation of Non-Government organizations, community and faith based organizations and Government. Micro and macro-economical processes and the impact thereof on communities.</p>					
<b>NDE 161</b>	<b>African languages</b>	<b>NDE 102</b>	<b>Ndebele - 2 lpw</b>	<b>Ndebele - 2 lpw</b>	<b>1</b>
<p><b>Writing system of isiNdebele</b> The history and development of the isiNdebele written language. Writing and spelling rules and the principles that underlie them. The creation of terminology in isiNdebele. Dictionaries and dictionary use.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li><i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 162	African languages	NDE 102	Ndebele - 2 lpw	Ndebele - 2 lpw	2
<b>Non-verbal word classes NDE</b> The structure, meaning and use of the noun, the pronoun, the adjective, the relative, the enumerative, the interjective, the adverb, the conjunctive, the vocative, the interrogative, the locative copulative demonstrative, the possessive and the ideophone. <ul style="list-style-type: none"> <li><i>Mother tongue speakers.</i></li> <li><i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 163	African languages	NDE 102	Ndebele - 2 lpw	Ndebele - 2 lpw	3
<b>IsiNdebele short stories</b> Reading and analysis of selected essays, short stories and sketches in isiNdebele. An overview of the features of the various subgenres. <ul style="list-style-type: none"> <li><i>Mother tongue speakers.</i></li> <li><i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 164	African languages	NDE 102	Ndebele - 2 lpw	Ndebele - 2 lpw	4
<b>IsiNdebele literary history</b> Historical overview of the isiNdebele literature. The development, classification and features of the various literary genres. Recorded oral literature. Tendencies in the isiNdebele literature. The art of writing. <ul style="list-style-type: none"> <li><i>Mother tongue speakers.</i></li> <li><i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 261	African languages	NDE 202	Ndebele - 2 lpw	Ndebele - 2 lpw	1
<b>The isiNdebele novel</b> Reading and analysis of selected novels and novelettes in isiNdebele. An overview of the features of the various subgenres within the category prose. <ul style="list-style-type: none"> <li><i>Mother tongue speakers.</i></li> <li><i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 262	African languages	NDE 202	Ndebele - 2 lpw	Ndebele - 2 lpw	2
<b>The isiNdebele written drama</b> Reading and analysis of selected written dramas and verse plays in isiNdebele. An overview of the features of the various subgenres such as radio, TV, stage and closet dramas, radio plays and one act plays. <ul style="list-style-type: none"> <li><i>Mother tongue speakers.</i></li> <li><i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 263	African languages	NDE 202	Ndebele - 2 lpw	Ndebele - 2 lpw	3
<b>IsiNdebele speech sounds</b> The classification and features of the speech sounds of isiNdebele. The nature of the sound changes and the environments in which they occur. <ul style="list-style-type: none"> <li><i>Mother tongue speakers.</i></li> <li><i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 264	African	NDE 202	Ndebele -	Ndebele - 2	4

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	languages		2 lpw	lpw	
<b>Verbal word categories NDE</b>					
The structure, meaning and use of the verb and auxiliary verb in isiNdebele. Also studied are the various modal categories, time and aspect, verbal extensions and transitivity.					
<ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 361	African languages	NDE 302	Ndebele - 2 lpw	Ndebele - 2 lpw	1
<b>IsiNdebele poetry &amp; prosody</b>					
Reading and analysis of the various genres of isiNdebele poetry. Attention is paid to the modern praise poem, sonnets, elegies and epic verses. The study of prosody includes the study of the most important principles that underlie verse form, such as linkage, rhyme and repetition.					
<ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 362	African languages	NDE 302	Ndebele - 2 lpw	Ndebele - 2 lpw	2
<b>IsiNdebele oral literature</b>					
Reading and study of traditional prose, drama and poetry. Includes the discussion of folklore, songs, traditional dramas, traditional praise poems, riddles, sayings and idioms.					
<ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDE 363	African languages	NDE 302	Ndebele - 2 lpw	Ndebele - 2 lpw	3
<b>Intensive study of grammar NDE</b>					
More intensive study of the morphology, syntax and semantics of isiNdebele. Semantics: meaning, the relationship between sound and meaning, the various types of meaning, e.g. conceptual meaning, associative meaning, etc.; semantic feature analysis; meaning relations such as synonymy and antonymy, polysemy and homonymy; meaning change, meaning extension and the narrowing of meaning; student language; folk taxonomies and borrowings.					
<ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
NDL 151	Afrikaans	AFR 100	A - 2 lpw	A - 2 lpw	1
<b>Die wêreld van die Middeleeue</b>					
Literêre tekste, beeldmateriaal en die samelewing word bestudeer aan die hand van temas soos die indeling van die maatskappy, ontstaan van die Middeleeuse literatuur, literatuur van die adelstand (oorhoofs), die burgerlike stand en die geestelike stand, die lied in die Middeleeue en die Middeleeuse wêreldbeeld en wetenskapsbeoefening.					
NDL 251	Afrikaans	AFR 220	A - 2 lpw	A - 2 lpw	1
<b>Leer Nederlands (1)</b>					
Die verwerwing van Nederlands binne goedomlynde algemene en literêre kontekste (deurbreking van die vreemdheidsdrempel).					
NDL 252	Afrikaans	AFR 220	A - 2 lpw	A - 2 lpw	2
<b>Leer Nederlands (2)</b>					
Die verwerwing van Nederlands binne goedomlynde algemene en literêre kontekste					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
(klem op spreek- en skryfvaardigheid).					
<b>NDL 253</b>	<b>Afrikaans</b>	<b>AFR 220</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>3</b>
<b>Ndl letterkunde: 1500-1950</b>					
Die tydsgees en wêreldbeeld in Nederland en Vlaandere vanaf ongeveer 1500–1950 word ondersoek aan die hand van die Nederlandse Goue Eeu, die rederykers-kuns, spektatoriale letterkunde, kinder- en jeugliteratuur, koloniale literatuur en oorlogsliteratuur.					
<b>NDL 351</b>	<b>Afrikaans</b>	<b>AFR 310</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>2</b>
<b>Moderne Nederlandse prosa</b>					
'n Keuse uit grensverleggende gekanoniseerde Nederlandstalige romanliteratuur; analitiese teksondersoeke met aandag aan agtergrond- en resepsieaangeleenthede; oudivisuele hulpmiddels om sekere aspekte van die tekste sterker tot spreke te bring.					
<b>NDL 352</b>	<b>Afrikaans</b>	<b>AFR 320</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>4</b>
<b>Moderne Nederlandse poësie</b>					
Oorsig oor die Nederlandse poësie van die twintigste eeu: Guido Gezelle as oorgangsfiguur; Karel van de Woestijne as burger en boeëem; Martinus Nijhoff; Paul van Oostaijen en Hendrik Marsman en die Eerste Wêreldoorlog; Gerrit Achterberg as dolosgooier van die woord; rondom Cobra; die eietydse poësie.					
<b>ODL 211</b>	<b>Communication pathology</b>	<b>ODL 211</b>	<b>28 lectures</b>		
<b>Basic audiometric test battery</b>					
The theoretical underpinnings of the basic audiometric test battery: the initial interview and the case history; tuning fork tests; pure-tone audiometry (air conduction testing, bone conduction testing, masking and the audiometric Weber); speech audiometric tests (threshold and above-threshold tests) and the immittance test battery.					
• <i>Closed - requires departmental selection.</i>					
<b>ODL 221</b>	<b>Communication pathology</b>	<b>ODL 221</b>	<b>21 lectures</b>		
<b>Introduction: Hearing impairment</b>					
Defining the hearing impaired population; characteristics of the client with a hearing loss; communication with the hearing impaired person; the basic elements of a rehabilitation program for the hearing impaired client; the selection of a communication method.					
• <i>Closed - requires departmental selection.</i>					
<b>ODL 222</b>	<b>Communication pathology</b>	<b>ODL 222</b>	<b>28 lectures</b>		
<b>Assistive communication devices</b>					
An overview of the development of hearing aids. Different types of hearing aids. The components of a hearing aid. The electro-acoustic properties of hearing aids and the measurement of these properties. Candidacy for hearing aids. The selection of appropriate hearing aids. Hearing aid adaptation. Modifications that can be made to the ear-hook, earmold and tubing. Hearing aid fitting and programming for individual clients. Adaptation programmes for hearing aid users -a component of the (re)habilitation process. The importance of binaural hearing. Assistive devices. Special considerations in children. Special considerations in clients with visual and motor impairment. Business management in the hearing aid industry.					
• <i>Closed - requires departmental selection.</i>					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
ODL 281	Communication pathology	ODL 281	28 h practicum		
<p><b>Basic audiometry: Practical</b>            Application of the basic audiometric test battery: interviewing; calibration of the test environment; otoscopy; the application and interpretation of tuning fork tests; pure tone testing; the speech audiometric test battery; the immittance test battery and report writing.</p> <ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					
ODL 282	Communication pathology	ODL 282	14 lects 14 h prac		
<p><b>Hearing health care in industries</b>            Auditory and non-auditory effect of noise on man. Noise measurement and control. Audiometric assessment in industry. Hearing conservation programmes and intervention programmes for individuals with noise induced hearing loss. Hearing screening and assessment, noise measurement, noise control, intervention programmes.</p> <ul style="list-style-type: none"> <li>• Closed - requires departmental selection.</li> </ul>					
ODL 311	Communication pathology	ODL 311	28 h prac		
<p><b>Assistive communication devices</b>            Practicum in the form of practical seminars, workshops on simulated cases as well as participation in the management of actual clients as part of the Departmental Hearing Aid Programme. Interviewing and (clinical) audiological evaluation of prospective hearing aid users. Cerumen management. Earmolds. Interpreting hearing aid specifications of different hearing aid dealers. Selection of appropriate hearing aids for individual clients. Setting and adaptation of hearing aids for individual clients. Measurement of electro-acoustical properties of hearing aids. Real ear measurements. Assistive listening devices. Hearing aid adaptation programmes.</p> <ul style="list-style-type: none"> <li>• Closed - requires departmental selection.</li> </ul>					
ODL 312	Communication pathology	ODL 312	28 lectures		
<p><b>Advanced Audiometry: Theory</b>            A historical overview of advanced audiometric procedures. Information that is obtained from the basic test battery. Advanced application of the basic test battery. Tests to evaluate central auditory processing. Tests of functional hearing loss.</p> <ul style="list-style-type: none"> <li>• Closed - requires departmental selection.</li> </ul>					
ODL 313	Communication pathology	ODL 313	28 lectures		
<p><b>Advanced Audiometry: Theory</b>            Auditory evoked potentials (ABR and other auditory evoked potentials). Electronystagmography. Oto-acoustic emissions.</p> <ul style="list-style-type: none"> <li>• Closed - requires departmental selection.</li> </ul>					
ODL 322	Communication pathology	ODL 322	28 lectures		
<p><b>Pedo-Audiology: Theory</b>            The theory of the audiometric assessment of the young child and the paediatric population: behavioural observation audiometry; visual response audiometry; play</p>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
audiometry; difficult-to-test children; additional test procedures and special adaptations. The theory of the communication assessment and rehabilitation of the young child and the paediatric population: an overview of assessment procedures; caregiver-child interaction; receptive and expressive communication; perceptual assessment and training (speech reading and auditory perception); interpretation of assessment results; reporting of results; compiling a rehabilitation program; consulting and referral. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>ODL 324</b>	<b>Communication pathology</b>	<b>ODL 324</b>	<b>56 h practicum</b>		
<b>Advanced Audiometry: Practical</b> Advanced application of the basic test battery (Metz test, Reflex decay test, SPAR). Application of tests for central auditory functioning: organic and non-organic pathology, auditory evoked potentials, electronystagmography, oto-acoustic emissions, tests of functional hearing loss. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>ODL 381</b>	<b>Communication pathology</b>	<b>ODL 381</b>	<b>21 lect 28 h prac</b>		
<b>Geriatric Audiology</b> The theoretical basis of assessment procedures for the geriatric hearing impaired client and the adult with an adventitious hearing loss, with specific reference to: audiometric assessment; communication assessment; perceptual assessment; assessment of the impact of a hearing loss. Theoretical basis of management programmes for the geriatric client and the adult with an adventitious hearing loss with specific reference to: intervention strategies and individualised intervention programmes and counseling. The practical application of the above mentioned functions in practice. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>ODL 411</b>	<b>Communication pathology</b>	<b>ODL 411</b>	<b>28 lectures</b>		
<b>Intervention with the child</b> The theoretical basis of intervention with the hearing-impaired infant and pre-school child with special reference to: implications of a hearing loss on the development of the child; training of the caregiver; hearing aids; the implementation of strategies to develop the child's auditory ability; speech reading; receptive and expressive communication abilities. Special programmes and support systems; communication method; collaborating with other professionals and measuring the outcome of treatment. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>ODL 412</b>	<b>Communication pathology</b>	<b>ODL 412</b>	<b>28 lectures</b>		
<b>Cochlear implants</b> Theoretical and practical background on cochlear implants, including: selection criteria; mapping and troubleshooting; habilitation; pediatric overview; parent guidance and consultation with educational personnel. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>ODL 422</b>	<b>Communication pathology</b>	<b>ODL 422</b>	<b>21 lectures</b>		
<b>Recent audiology developments</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Recent developments and trends in: Audiometry; hearing aids and technology; rehabilitation. The audiologist in different career settings: private practice; hospitals; universities; schools. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>ODL 481</b>	<b>Communication pathology</b>	<b>ODL 481</b>	<b>21 lect 42 h prac</b>		
<b>Educational Audiology</b> Theoretical basis of Educational Audiology: definition, principles and educational issues. The role of the educational audiologist as an educator, a community liaison, a public relation expert, a service coordinator, a supervisor, a team member. The hearing impaired child with additional disabilities in the school system. Practical intervention with an individual child of any age regarding the following: assessment of the hearing impaired child; compiling an individualized intervention programme for the child and his family; practical intervention with a group of hearing impaired children in an educational setting. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>ODL 482</b>	<b>Communication pathology</b>	<b>ODL 482</b>	<b>112 h practicum</b>		
<b>Audiometry &amp; hearing aids</b> A practical module with direct client contact which includes the following components: screening of high risk neonates in ICU. Pedo-audiometry. General testing (the complete basic test battery) Hearing aid evaluation, selection, fitting and adaptation programmes. Evaluation of central auditory functioning. Auditory evoked potentials. Electronystagmography. Students are required to administer tests, interpret and integrate results and make appropriate referrals and recommendations. <ul style="list-style-type: none"> <li>• <i>Year module. Closed - requires departmental selection.</i></li> </ul>					
<b>OKT 151</b>	<b>Afrikaans</b>	<b>OKT 111</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Development communication</b> Introduction. Nature and process of communication, communication in development programmes and techniques; outonomistic versus development support communication.					
<b>OKT 152</b>	<b>Afrikaans</b>	<b>OKT 112</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Development communication</b> Principles of human communication. Communication organization. Strategies and facilitation techniques; identification and selection of opinion leaders; terminology and roles; administrative communication skills; committees; establishment, composition and task allocation, election and appointment procedures; functioning of committees; procedure during meetings, minuting techniques and skills; reporting.					
<b>OKT 251</b>	<b>Afrikaans</b>	<b>OKT 121, 122, 212</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Group communication</b> Interpersonal communication. Perceptions; verbal versus non-verbal communication; stereotypes. Intercultural communication. Generic concepts (time, contexts, language and behaviour); traditional communication media; stories, dance, music, drama. Group dynamics. The management of change: facilitation of mediation programmes; conflict and dispute resolution; alliances; principles in the management of a community centre.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>OKT 252</b>	<b>Afrikaans</b>	<b>OKT 221</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Introduction to media studies</b> Print media for development. Nature and characteristics of print media: news letters, community papers and reports, participatory organization, obtaining material, design and layout.					
<b>OKT 253</b>	<b>Afrikaans</b>		<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Communication research</b> Participatory research and action research focusing on qualitative research methods including interviews, focus groups, observation and narratives. Reception study, text analysis and semiotics in communication research. A practical research component is included.					
<b>OKT 351</b>	<b>Information science</b>	<b>OKT 222</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Traditional and modern media</b> Audio and visual media for development. Nature, function and application of posters, radio, drama, electronic media, video productions and television programmes; applications in communities.					
<b>OKT 352</b>	<b>Afrikaans</b>	<b>OKT 312</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Creating development messages</b> Information for development. Development as a phenomenon in international perspective; terminology; the process of development; relationship between development and information; information needs development (international and RSA perspective).					
<b>OKT 353</b>	<b>Afrikaans</b>	<b>OKT 321,322</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Literacy in development</b> Informal education and adult basic education. Pedagogics versus andragogics; assessing literacy needs; selecting and using literacy programmes; facilitating literacy programmes; strategies, training and identifying learners and facilitators. Information literacy. Definition of terms; recruitment of learners and needs assessments; training; monitoring and evaluation of progress; role of information in literacy development, information literacy programmes.					
<b>OPV 151</b>	<b>Educational Sciences</b>	<b>OPV 110</b>	<b>A&amp;E - 3 lpw</b>	<b>E - 3 lpw</b>	
<b>Family Education</b> Family education: Educational styles, educational models and personality types; family as centre of education and living together; vulnerability of the modern family; educational mistakes and relationship disturbances; family functions; variety of family positions; social factors influencing family education.					
<b>OPV 152</b>	<b>Educational Sciences</b>	<b>OPV 110</b>	<b>A&amp;E - 3 lpw</b>	<b>E - 3 lpw</b>	
<b>Problems of society</b> Anti-child culture in modern society; social-education problem areas; anorexia nervosa; AIDS; latchkey children; child abuse; poverty culture; Satanism; drug and alcohol abuse.					
<b>OPV 153</b>	<b>Educational Sciences</b>	<b>OPV 120</b>	<b>A&amp;E - 3 lpw</b>	<b>E - 3 lpw</b>	
<b>Educational psychology</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
The preschool child; the primary school child; the adolescent; disabilities; intellectual disabilities; implications of disabilities; theoretical framework for inclusive education; inclusive education in South Africa; an international perspective on inclusive education.					
OPV 154	Educational Sciences	OPV 120	A&E - 3 lpw	E - 3 lpw	
<b>Life skill facilitation</b> Life orientation; life skills training through workshops; basic strategies for life skills facilitation; personal and interpersonal development; empowering through life skills acquisition. Communication skills; self-concept reinforcement; development of empathy; conflict management.					
OPV 251	Educational Sciences	OPV 210	A&E - 3 lpw	E - 3 lpw	
<b>Child development</b> Orientation in terms of developmental theories – implications for education and teaching; exposition of the following in the developmental phase (neonatal; baby; preschool child; middle and late childhood years and adolescence) - growth; motor; brain; sex differences and gender role development; cognitive and language development; social, moral and emotional development. Mile stones and developmental tasks in each phase; family tasks. Parent guidance programmes and development programmes for children.					
OPV 252	Educational Sciences	OPV 210	A&E - 3 lpw	E - 3 lpw	
<b>Learning models for life long learning</b> Historical foundations for learning; behaviourism, neobehaviourism, social learning, cognitive and Gestalt perspectives, information processing, humanism, ecological, learning models for the 21 <sup>st</sup> century; brain-based learning; experiential learning; reflexive learning; self-regulated learning; meta-cognition. The learner and learner centred approach; thinking styles; learning styles; learning approaches; problem solving and critical thinking; creativity; multiple intelligences; emotional intelligence. Adult learning.					
OPV 253	Educational Sciences	OPV 220	A&E - 3 lpw	E - 3 lpw	
<b>Curriculum development</b> Curriculum and culture; theoretical curriculum design and development (CDD) model; recent trends in CDD; characteristics and needs of society; curriculum and society; personal needs; needs of society; Curriculum 2005. Assessment of the curriculum; development and application of the curriculum development criteria; curriculum development models; assessment of the school and training curriculum; curriculum development steps.					
OPV 254	Educational Sciences	OPV 220	A&E - 3 lpw	E - 3 lpw	
<b>Learning programme design</b> Facilitation as concept; development of a training programme; text, language and meaning. Variables influencing teaching and learning; role of prior knowledge; advance organizers; use of media design and selection of media; simulations; recent trends in teaching preferences; competence-based education; outcome-based education; individualised teaching; open and flexible learning; classical teaching; task					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
descriptions; assessment; recent trends in assessment and evaluation; research in assessment and evaluation; instructional and assessment gap; performance criteria; range statements; maintenance of standards; criteria of excellence; quality assurance.					
OPV 351	Educational Sciences	OPV 310	A&E - 4 lpw	E - 4 lpw	
<b>Education and its practical manifestations</b> Philosophy and science; meta-theories in Education; A phenomenological manifestation of educational characteristics; Education for a democratic society.					
OPV 352	Educational Sciences	OPV 310	A&E - 4 lpw	E - 4 lpw	
<b>Multi-cultural education</b> Culture and education; perspectives on multi-cultural education. Objectives and characteristics of multi-cultural education. Anti-racist education; teaching and learning styles; inter-cultural communication; discipline and conflict management. Knowledge, skills, values and attitudes.					
OPV 353	Educational Sciences	OPV 320	A&E - 4 lpw	E - 4 lpw	
<b>Transforming education systems</b> Function of educational systems in national and international context from a dynamic system perspective. Expectations and demands of the economy, politics and other society systems. The role and structure (formal and hidden) of education.					
OPV 354	Educational Sciences	OPV 320	A&E - 4 lpw	E - 4 lpw	
<b>SA Education system</b> Imperatives of global developments and trends (transformation of the occupational structures, free market and human rights) of education. Critical interpretation of the challenges it holds for transformation of education in South Africa.					
<b>PRK 100</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 100</b>	<b>9 ppw</b>		
<b>MBK Practicals</b> Sport and exercise industry related practical work. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>PRK 200</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>MBK 200</b>	<b>9 ppw</b>		
<b>MBK Practicals</b> Sport and exercise industry related practical work. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>PRK 300</b>		<b>MBK 300</b>	<b>9 ppw</b>		
<b>Biokinetics, sport &amp; recreational sciences</b>					
<b>MBK Practicals</b>					
Sport and exercise industry related practical work.					
<ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>PTO 151</b>	<b>Political Sciences</b>	<b>PTO 110</b>	<b>A&amp;E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>South African Political Tourism</b>					
An introduction to the study of political tourism with emphasis on the nature and extent of South African political institutions, issues and processes. The focus is on practical issues in the South African political environment that are important for the tourism practitioner.					
<b>RES 151</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	
<b>Introduction to research</b>					
This module introduces the student to basic research in the social sciences. Various approaches to research, problem statements, hypotheses, variables, the reading of graphs, charts and tables, interpretation of results, basic numerical skills, and report-writing are discussed. The focus is on practical applications.					
<ul style="list-style-type: none"> <li>• <i>This module is only presented during quarter 3 and 4.</i></li> </ul>					
<b>RES 251</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	
<b>Qualitative research</b>					
This module focuses on basic qualitative research focusing on: appropriate research concepts, research ethics, different research approaches, types of research, research designs and the research process.					
<b>RES 252</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	
<b>Quantitative research</b>					
This module is an introduction to quantitative research methodology: different levels of measurement, data collection methods, questionnaire design, sampling, experimental designs, validity and reliability, research ethics.					
<b>RES 351</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Descriptive statistics</b>					
This module focuses on and includes normal distribution curves, measurement of central tendency and distribution and frequencies. Probability theory, hypothesis testing, sampling distribution and estimation are also included.					
<ul style="list-style-type: none"> <li>• <i>Requires RES 252</i></li> </ul>					
<b>RES 352</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Inferential statistics</b>					
Hypothesis testing, generalisation about the differences between means, equal and unequal standard deviations, analysis of variance, the Mann-Whitney U-test, the Kruskal-Wallis H-test, the runs test, the Wilcoxon test and the sign test. Contingency tables and the Chi-square test. Calculation and interpretation of the results of a regression analysis.					
<ul style="list-style-type: none"> <li>• <i>Requires RES 252 and RES 351</i></li> </ul>					
<b>RES 451</b>	<b>Academic</b>		<b>A&amp;E 2 lpw</b>	<b>E - 2 lpw</b>	

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Quantitative data analysis</b>					
Practical and theoretical knowledge will be transferred to students regarding the Statistical Package for the Social Sciences (SPSS). Students will be able to exercise their acquired knowledge and skills regarding SPSS in computer laboratories by analysing a data set which will be provided to them. On completion of this course students must be able to use SPSS in their own research to analyse data.					
• <i>Requires RES 351 and RES 352</i>					
RES 452	Academic		A&E 2 lpw	E - 2 lpw	
<b>Qualitative data analysis</b>					
Principles of computer-based qualitative data analysis. Automatisation of elementary searches and frequency counts. Practice of more advanced techniques and procedures on Atlas/ti. Generalisation of procedures to other qualitative data analysis programmes. Generation of content and theory driven codes. Individual and teamwork. Completion of practical assignments.					
• <i>Requires RES 251</i>					
RES 453	Philosophy		A&E 2 lpw		
<b>Philosophy of research</b>					
'Truth' and 'certainty' in science. The difference between science philosophy, scientific theory and research methodology. The different philosophical approaches underlying research.					
RKD 151	Biokinetics, sport & recreational sciences	RKD 100	A - 3 lpw		
<b>Intro to the Recreation Science</b>					
Overview of the science of recreation, the fundamental principles, concepts and definitions underpinning the delivery of leisure services on community level. Clarification of the main eras of leisure provision from a historic perspective. Interpretation of current South African leisure tendencies and formulation of future strategies. Leisure provision structures, role players, policies in South Africa.					
RKD 152	Biokinetics, sport & recreational sciences	RKD 100	A - 3 lpw		
<b>Leisure time services</b>					
Leisure behaviour of the consumer, functions of leisure participation, development of the recreation product (recreation programmes).					
RKD 153	Biokinetics, sport & recreational sciences	RKD 100	A - 3 lpw		
<b>Management of Leisure Resources</b>					
Concepts, processes and resources involved in the development and implementation of the recreation product. Application of theoretical aspects by presenting recreation programmes in communities					
RKD 154	Biokinetics, sport & recreational sciences	RKD 100	A - 3 lpw		
<b>Leisure time facilitation</b>					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Leisure consultation and leisure education as methods of adding value to communities or organizations.					
<b>RKD 155</b> <b>Biokinetics, sport &amp; recreational sciences</b>			<b>A - 3 lpw</b>		
<b>Specialized Leisure Services</b> Role, function and value of specific target groups in leisure service provision. Corporate recreation, school as recreation provider, adventure based experiential education, recreation development programmes.					
<b>RKD 251</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>RKD 200</b>	<b>A - 3 lpw</b>		
<b>Therapeutic Recreation</b> Overview of therapeutic recreation development, philosophy and value. Relationship between and contribution of therapeutic recreation to total wellness in South Africa. Analysis and application of therapeutic recreation models and programme planning processes.					
<b>RKD 252</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>RKD 200</b>	<b>A - 3 lpw</b>		
<b>Physical Resource Design &amp; Management</b> Conceptual models for the design and management of physical recreation resources. Natural environment as recreation resource. Dynamics and mechanics of Eco systems and recreation service provision.					
<b>RKD 253</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>RKD 200</b>	<b>A - 3 lpw</b>		
<b>Aspects of Tourism Management</b> Tourism management from the perspective of the recreation manager. Management of recreation behaviour at the tourist resort/destination.					
<b>RKD 254</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>RKD 200</b>	<b>A - 3 lpw</b>		
<b>Economics of Leisure</b> Introduction to economic principles and processes underlying leisure behaviour of the consumer and influencing recreation management.					
<b>RKD 255</b> <b>Biokinetics, sport &amp; recreational sciences</b>			<b>A - 3 lpw</b>		
<b>Leisure Service Provision</b> Recreation as instrument for community development. Fundamental principles, product definitions, client groups, service provision structures, policy and legislative frameworks.					
<b>RKD 256</b> <b>Biokinetics, sport &amp; recreational sciences</b>			<b>A - 3 lpw</b>		
<b>Leisure Provision &amp; Community</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Relationship between the recreation product and community development strategies such as social planning, social marketing and social action. Practical application of and exposure to recreation community development programmes, strategies and methods. Volunteers as instrument of community development.					
<b>RKD 351</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>RKD 300</b>	<b>A - 3 lpw</b>		
<b>Ethics of Recreation Management</b> Recreation and sport management and the theory of ethics; personal and professional ethics in managing sport and recreation; applied ethics; future tendencies in the ethics of sport and recreation.					
<b>RKD 352</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>RKD 300</b>	<b>A - 3 lpw</b>		
<b>Recreation: Social Change Agent</b> Corporate team building; community development; Sport for All the management of social change by means of recreation; outdoor recreation.					
<b>RKD 353</b> <b>Biokinetics, sport &amp; recreational sciences</b>		<b>RKD 300</b>	<b>A - 3 lpw</b>		
<b>Recreation Management</b> International policy analysis regarding recreation and sport; international development of recreation and sport; presenting an international event (Olympic model); politics and boycotts; the future of recreation and sport in the global community - managerial implications.					
<b>SBP 100</b>	<b>Drama</b>	<b>SBP 100</b>	<b>7,5 upw</b>		
<b>Practicals</b> {12 cr} Basic techniques of voice usage. Choral speaking. Flexibility, primitive movement and Laban. Individual speech training. Prose interpretation. Freedom of movement and discipline. <ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					
<b>SBP 200</b>	<b>Drama</b>	<b>SBP 200</b>	<b>7,5 upw</b>		
<b>Practicals</b> {20 cr} Poetry interpretation: individually. Microphone technique. Oration. English speech training. Singing: voice technique. Martha Graham. The dramatic monologue: individually. Radio work. Singing: voice extension. Dance drama, group mime and personality assessment. <ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					
<b>SBP 300</b>	<b>Drama</b>	<b>SBP 300</b>	<b>5,5 upw</b>		
<b>Practicals</b> {20 cr} Advanced poetry interpretation: individually. English speech training. Singing: repertoire. Acting with masks and individual mime. Programme composition: individually. Period movement and improvisation. <ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
SBT 151	Drama	SBT 110	A&E 2 lpw 2 ppw		1
<b>The actor's body and voice</b>					
In this module the student will investigate the use of the human body as a communication tool. The student will be introduced to the use and function of the body as a whole. Body misuses and their effect on voice production will be examined. Correct use and functioning of the apparatus will be examined in the light of various examples. The following aspects will be addressed: the characteristics of a good voice; the breathing required for speech; the production of vocal tone; resonance in the voice and the articulatory mechanisms.					
SBT 152	Drama	SBT 110	A&E 2 lpw 2 ppw		2
<b>Sound and meaning integrated</b>					
In this module the student is introduced to the rudiments of the voice/body in the oral presentation of text (drama, poetry and prose.) The module includes aspects of voice building and development and the presence of the body in the performance. The module discusses the use of breath control, projection, rate and pause, as well as the use of gesture and muscle tone. This module will also introduce the process of material selection and analysis, concentrating on both structural and aesthetic components.					
SBT 153	Drama	SBT 120	A&E 2 lpw 2 ppw		3
<b>Laban and movement</b>					
In this module the student will be introduced to the theories of Rudolf Laban (1879-1958) who devised the first successful system for analysing and recording human movement, from the practical movements of a labourer to the artistic movements of a dancer. Both Laban's theory of effort (the dynamics of movement) and his theory of space (the shape of movement) will be explored. Once the basic topics, such as the kinesphere, the motion factors, the effort elements and the basic effort actions have been covered, the student will move on to an examination of the six moods and their importance for the actor in terms of character analysis and performance.					
SBT 154	Drama	SBT 120	A&E 2 lpw 2 ppw		4
<b>Movement: Rhythm, ritual, rhetoric</b>					
In this module the origins of dance, rooted in rhythm and ritual, will be explored and the functions of primitive dance examined. Parallels will be drawn with the 20 <sup>th</sup> Century by examining the role movement plays in our society, concentrating particularly on the fields of education, industry, recreation, therapy and the theatre. The student will also be introduced to Rudolf Laban's theory of movement for the actor with its central focus on the fact that both verbal and non-verbal communication constitute human movement.					
SBT 251	Drama	SBT 210	A&E 2 lpw 2 ppw		1
<b>Principles of Interpretation</b>					
In this module the student will be introduced to the interpretation of poetry, prose and drama as an oral art form. The emphasis will fall on the art of understanding the primary text as a literary work of art, and communicating that meaning to an audience in the work's intellectual, emotional and aesthetic entirety.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
SBT 252	Drama	SBT 210	A&E 2 lpw 2 ppw		2
<b>Voice Building: Voice as person</b>					
In this module Michael McCallion's approach to voice building will be investigated in its entirety as an integration of body use, breathing, tuning of the voice and the speech process. The Module will be presented as a critical investigation, not only of the text, but also of examples of good and bad voice and body usage.					
SBT 253	Drama	SBT 220	A&E 2 lpw 2 ppw		3
<b>Radio as a medium for Fiction</b>					
In this module the student will be introduced to the dynamics and processes of the use of the radio as a medium for broadcasting fictive worlds. The characteristics of radio dramas, radio serials, the thriller, the children's programme, and the radio feature programme (including book presentations, poetry programmes and music programmes) will be explored. The module is presented as part theoretical, part critical, and part creative. Students will listen to examples and critically evaluate such examples.					
SBT 254	Drama	SBT 220	A&E 2 lpw 2 ppw		4
<b>Radio as a medium for Fact</b>					
In this module the student will examine the use of radio as a medium for broadcasting factual material. The development and presentation of news bulletins, interview programmes, sport commentaries and the world of the Disc Jockey" will be explored. The module is presented as part theoretical, part critical, and part creative. Students will listen to examples and critically evaluate such examples.					
SBT 351	Drama	SBT 310	A&E 2 lpw 2 ppw		1
<b>Body Learning</b> {10 cr}					
In this module the student will make an in-depth study of various approaches to body use and functioning for performance. This will include the awareness of the body, body misuses, the correction of these misuses, and how body posture affects voice production and speech. The emphasis in this module will fall on body/voice/breathing integration					
SBT 352	Drama	SBT 310	A&E 2 lpw 2 ppw		2
<b>The Effective Voice</b> {10 cr}					
This module is a continuation of SBT 350. In this module the student will examine effective voice production which consists of breathing for speech, support, resonance, articulation and proper voice care. The focus will fall on good use of the voice in everyday life, as well as in a performance situation (such as acting, public speaking and teaching)					
SBT 353	Drama	SBT 320	A&E 2 lpw 2 ppw		3
<b>Body/Voice Integration</b> {10 cr}					
This module will consist of a synthetic and comparative study to evaluate the different approaches to voice building and speech explored in SBT 350 and SBT 351.					
SBT 354	Drama	SBT 320	A&E 2 lpw 2 ppw		4

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Integration: self-study</b> {10 cr}					
The knowledge and experience acquired in the previous modules will be applied in an analysis of each student's own self. The student will compile a work and exercise programme for him/herself.					
SEP 151	African languages	SEP 101	A&E Sep 2 lpw; 2 ppw	A&E Sep 2 lpw; 2 ppw	1
<b>Basic Sepedi for beginners</b>					
The acquisition of basic Sepedi communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary.					
<ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of Sepedi is required.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 152	African languages	SEP 101	A&E Sep 2 lpw; 2 ppw	A&E Sep 2 lpw; 2 ppw	2
<b>Advanced Sepedi for beginners</b>					
More advanced Sepedi communication within specific social situations in which everyday expressions and suitable high frequency vocabulary are utilised.					
<ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of Sepedi is required.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 153	African languages	SEP 101 SEP 102	A&E Sep 2 lpw	A&E Sep 2 lpw	1
<b>Writing system of Sepedi</b>					
The history and development of the Sepedi written language. Writing and spelling rules and the principles that underlie them. The creation of terminology in Sepedi. Dictionaries and dictionary use.					
<ul style="list-style-type: none"> <li>• <i>For students who passed Sepedi as first, second or third language in matric.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 154	African languages	SEP 101	A&E Sep 2 lpw; 1 ppw	A&E Sep 2 lpw; 1ppw	2
<b>Sepedi language proficiency L2</b>					
Communication within various social and occupational contexts through the acquisition and use of suitable vocabulary and language structures.					
<ul style="list-style-type: none"> <li>• <i>For students who passed Sepedi as second or third language in matric.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 161	African languages	SEP 102	Sep 2 lpw	Sep 2 lpw	2
<b>Non-verbal word classes in SEP</b>					
The structure, meaning and use of the noun, the pronoun, the adjective, the relative, the enumerative, the interjective, the adverb, the conjunctive, the vocative, the interrogative, the locative copulative demonstrative, the possessive and the ideophone.					
<ul style="list-style-type: none"> <li>• <i>For students who passed Sepedi as first language in matric.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</i></li> </ul>					
SEP 162	African languages	SEP 102	Sep 2 lpw	Sep 2 lpw	3

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Sepedi short stories</b> Reading and analysis of selected essays, short stories and sketches in Sepedi. An overview of the features of the various subgenres. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</i></li> </ul>					
SEP 163	African languages	SEP 102	Sep 2 lpw	Sep 2 lpw	4
<b>Sepedi literary history</b> Historical overview of the Sepedi literature. The development, classification and features of the various literary genres. Recorded oral literature. Tendencies in the Sepedi literature. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</i></li> </ul>					
SEP 251	African languages	SEP 201	A&E Sep 2 lpw; 1 ppw	A&E Sep 2 lpw; 1 ppw	1
<b>Sepedi communication L2</b> The acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. <ul style="list-style-type: none"> <li>• <i>For non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 252	African languages	SEP 201	A&E Sep 2 lpw; 1 ppw	A&E Sep 2 lpw; 1 ppw	2
<b>Sepedi reading and writing</b> Writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a selected range of communicative purposes. Writing entails creative writing as well as reduplication. Reading and comprehension of texts which contain reasonably extensive vocabularies and a relatively large variation of language structures. Commences with the reading of fairly simple literary works. Students are also trained in the use of the dictionary. <ul style="list-style-type: none"> <li>• <i>For non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 253	African languages	SEP 201 SEP 202	A&E Sep 2 lpw	A&E Sep 2 lpw	3
<b>Sepedi speech sounds</b> The classification and features of the speech sounds of Sepedi. The nature of the sound changes and the environments in which they occur. <ul style="list-style-type: none"> <li>• <i>For mother tongue and non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 261	African	SEP 202	Sep 2 lpw	Sep 2 lpw	1

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	<b>languages</b>				
<b>The Sepedi novel</b> Reading and analysis of selected novels and novelettes in Sepedi. An overview of the features of the various subgenres within the category prose. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
<b>SEP 262</b>	<b>African languages</b>	<b>SEP 202</b>	<b>Sep 2 lpw</b>	<b>Sep 2 lpw</b>	<b>2</b>
<b>The Sepedi written drama</b> Reading and analysis of selected written dramas and verse plays in Sepedi. An overview of the features of the various subgenres such as radio, TV, stage and closet dramas, radio plays and one act plays. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
<b>SEP 263</b>	<b>African languages</b>	<b>SEP 202</b>	<b>Sepe - 2 lpw</b>	<b>Sepe - 2 lpw</b>	<b>4</b>
<b>Verbal word categories SEP</b> The structure, meaning and use of the verb and auxiliary verb in Sepedi. Also studied are the various modal categories, time and aspect, verbal extensions and transitivity. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
<b>SEP 351</b>	<b>African languages</b>	<b>SEP 301</b>	<b>A&amp;E Sep 2 lpw; 1 ppw</b>	<b>A&amp;E Sep 2 lpw; 1 ppw</b>	<b>1</b>
<b>Culture in the literature SEP</b> Cultural, social and religious practices and traditions as found in selected Sepedi texts. Includes aspects such as courtship and marriage (traditional and modern); traditional religious practices; traditional healers and healing; death and mourning; witchcraft; traditional laws; the traditional home and homestead; traditional clothing, utensils and craft; traditional music, musical instruments and songs; traditional food and drink and their preparation; cattle and cattle names; naming practices; Sotho history, etc. <ul style="list-style-type: none"> <li>• <i>For non-mother tongue speakers.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
<b>SEP 352</b>	<b>African languages</b>	<b>SEP 301</b>	<b>A&amp;E Sep 2 lpw; 1 ppw</b>	<b>A&amp;E Sep 2 lpw; 1 ppw</b>	<b>3</b>
<b>Sepedi grammar L2</b> Overview of the word categories; discussion of selected grammatical phenomena; grammatical analysis. The acquisition, drill and inculcation of advanced communicative skills within a larger number of social, occupational and educational situations. Awareness of the nature and function of language structures is heightened					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>further. Attention is also paid to cultural phenomena.</p> <ul style="list-style-type: none"> <li>• <i>For non-mother tongue speakers.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 353	African languages	VSE 400	A&E Sep 2 lpw	A&E Sep 2 lpw	3
<p><b>Sepedi subject didactics L2</b> Outcomes based subject didactics for L2 Sepedi grammar teachers.</p> <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 354	African languages	VSE 400	A&E Sep 2 lpw	A&E Sep 2 lpw	4
<p><b>Sepedi subject didactics L2</b> Outcomes based subject didactics for L2 Sepedi literature teachers.</p> <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Will only be presented if sufficient students enrol.</i></li> </ul>					
SEP 361	African languages	SEP 302	Sep 2 lpw	Sep 2 lpw	1
<p><b>Sepedi poetry &amp; prosody</b> Reading and analysis of the various genres of Sepedi poetry. Attention is paid to the modern praise poem, sonnets, elegies and epic verses. The study of prosody includes the study of the most important principles that underlie verse form, such as linkage, rhyme and repetition.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
SEP 362	African languages	SEP 302	Sep 2 lpw	Sep 2 lpw	2
<p><b>Sepedi oral literature</b> Reading and study of traditional prose, drama and poetry. Includes the discussion of folklore, songs, traditional dramas, traditional praise poems, riddles, sayings and idioms.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
SEP 363	African languages	SEP 302	Sep 2 lpw	Sep 2 lpw	3
<p><b>Intensive study of grammar SEP</b> More intensive study of the morphology, syntax and semantics of Sepedi. Semantics: meaning, the relationship between sound and meaning, the various types of meaning, e.g. conceptual meaning, associative meaning, etc.; semantic feature analysis; meaning relations such as synonymy and antonymy, polysemy and homonymy; meaning change, meaning extension and the narrowing of meaning; student language; folk taxonomies and borrowings.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of</i></li> </ul>					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<i>AFT 351-354 or TRL 351</i>					
<b>SEP 364</b>	<b>African languages</b>	<b>VSE 400</b>	<b>Sep 2 lpw</b>	<b>Sep 2 lpw</b>	<b>1</b>
<b>Sepedi subject didactics L1</b> Outcomes based subject didactics for L1 Sepedi grammar teachers. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>Presented as from 2002 only if sufficient students enrol.</i></li> </ul>					
<b>SEP 365</b>	<b>African languages</b>	<b>VSE 400</b>	<b>Sep 2 lpw</b>	<b>Sep 2 lpw</b>	<b>2</b>
<b>Sepedi subject didactics L1</b> Outcomes based subject didactics for L1 Sepedi literature teachers. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers.</i></li> <li>• <i>To be presented as from 2002 only if sufficient students enrol</i></li> </ul>					
<b>SLK 151</b>	<b>Psychology</b>	<b>SLK 102</b>	<b>A&amp;E 2 lpw</b>	<b>E 2 lpw</b>	<b>1</b>
<b>Psychological perspectives</b> A general introductory module orientating students towards Psychology, and the nature of this science in general. The focus is on “What is a Psychological perspective of the person?” Selected themes from everyday life will be discussed and integrated with various psychological principles. The aim is to demonstrate the application value of psychology as a science for self-development.					
<b>SLK 152</b>	<b>Psychology</b>	<b>SLK 102</b>	<b>A&amp;E 2 lpw</b>	<b>E 2 lpw</b>	<b>2</b>
<b>Cognitive processes</b> This module introduces the student to various cognitive processes such as learning, memory, thought, intelligence and creativity. Information processing theory and learning theories serve as the basic theoretical foundation for this module. Activities promoting problem solution, critical, analytic and integrative thought are also presented as part of the theoretic discourse.					
<b>SLK 153</b>	<b>Psychology</b>	<b>SLK 102</b>	<b>A&amp;E 2 lpw</b>	<b>E 2 lpw</b>	<b>3</b>
<b>Social psychology I</b> Individual perspectives is aimed at familiarizing students with the theoretical concepts of social psychological processes of the individual including perception, cognition, attitudes and social identity. The theoretical foundations of these processes will be discussed as well as manifestations and applications in every day life. Job related applications of general human perspectives and processes in both the natural and human sciences and professions will be highlighted.					
<b>SLK 154</b>	<b>Psychology</b>		<b>A&amp;E 2 lpw</b>	<b>E 2 lpw</b>	<b>4</b>
<b>Health psychology</b> This module deals with the following themes: the theoretical foundations of Health psychology focusing on the bio-psycho-social model, salutogenesis, the patient-helper relationship, lifestyle and disease/health, psychological aspect of physical illnesses (cancer, AIDS, diabetes, etc.), and treatment of emotional distress usually associated with disease. Practical implications are demonstrated utilizing the problem based teaching model (i.e. case studies on paper).					
<b>SLK 155</b>	<b>Psychology</b>		<b>A&amp;E 1 lpw (14 weeks)</b>	<b>Ask dept</b>	<b>Ask Dept</b>

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Environmental psychology</b>					
This module deals with the reciprocal relationship between humans and the natural and built environment. The module will address our learned and innate ways of dealing with the environment, the psychological and physical benefits of the natural environment and aspects of environmental perception and cognition. Environment-behaviour theories will be explored and evaluated, as well as environmental stressors (e.g. noise), environmental disturbances (e.g. natural disasters, air pollution, etc.), and territoriality and personal space related to the effects of crowding and high density on humans. The theories and concepts will be integrated and applied to a discussion on the urban environment with a particular emphasis on its effects on the city dweller. The use of design principles to create more livable spaces will be discussed in relation to specific environments. Finally strategies that encourage environmentally responsible behaviour will be outlined.					
SLK 156	Psychology		A&E 1 lpw (14 weeks)	Ask dept	Ask Dept
<b>Human lifespan development</b>					
Human lifespan development is an introductory module to human development focussing on the entire lifespan development of the individual in context. This will be done according to the bio-psycho-social model and systems theory, including the epigenetic principle, the ecology and reciprocity of relationships and context.					
SLK 251	Psychology	SLK 202	A&E 2 lpw	E 2 lpw	1
<b>Personology I</b>					
In the module on Personology, various paradigms and theories of personality in mainstream psychology are studied, namely the psychoanalytical, social-cognitive learning theories, the person-oriented approaches, the ecosystemic approach, as well as an African perspective. These paradigms and theories are compared and critically evaluated with regard to their basic assumptions, view of the person, and scientific philosophy, as well as their contribution towards understanding and explaining human behaviour within modern day contexts.					
SLK 252	Psychology	SLK 202	A&E 2 lpw	E 2 lpw	2
<b>Childhood and adolescence</b>					
Childhood and adolescent development is an in depth investigation of the child and adolescent in context starting at conception up to approximately 18 years of age. The areas and determinants of development, and various traditional and contemporary theories on childhood development will be studied with regard to the explanations and descriptions pertaining to key issues of childhood and adolescent development.					
SLK 253	Psychology	SLK 202	A&E 2 lpw	E 2 lpw	3
<b>Adulthood and late adulthood</b>					
In this module development of the individual is studied within the contexts of early, middle and late adulthood. The areas and determinants of development, and various traditional and contemporary theories on adult development and ageing will be studied with regard to the explanations and descriptions pertaining to key issues in adulthood development.					
SLK 254	Psychology		A&E 1 lpw (14 weeks)	Ask dept	Ask Dept

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Social psychology II</b>					
This module deals with the social-psychological perspective of various processes concerning interpersonal and inter-group relationships. The focus is on manifestations and implementing of concepts, paying specific attention to work-related skills and application areas such as communication, pro-social behaviour, influencing, persuasion, political transformation, violence, and group behaviour as experienced in everyday life situations.					
SLK 255	Psychology		A&E 1 lpw (14 weeks)	Ask dept	Ask Dept
<b>Perspectives on the family</b>					
In this module the student is introduced to the structural school of theorists and the emergence of the cybernetic approach to family functioning and the family life cycle. These approaches to problem definition and resolution within the family will be examined and compared with regard to the individual in family context, family in cultural context, circular thinking and recursivity, and the tension between traditional approaches and the systemic approach will be discussed.					
SLK 256	Psychology	SLK 202	A&E 2 lpw	E 2 lpw	4
<b>Psychological assessment</b>					
This module deals with the nature and role of psychological assessment within the science of Psychology. This introductory module focuses on various perspectives pertaining to psychological assessment, classification, nature and scope of various categories of tests and techniques, the role of ethics in psychometry, and the areas of application of psychological assessment and evaluation.					
SLK 351	Psychology	SLK 300	A&E 2 lpw	E 2 lpw	1
<b>Community Psychology</b>					
Community psychology deals with human behaviour within the natural environment including the social systems, individual, group, organizational and community levels. This module is an introductory module focussing on themes such as historical background, definitions, the role of the community psychologist, and the aims of community psychology. The application of these principles within the South African community, social change and other psychological problems are investigated from a cross-cultural perspective.					
SLK 352	Psychology	SLK 300	A&E 2 lpw	E 2 lpw	2
<b>Abnormal behaviour</b>					
This module provides a basic introduction to psychopathology and symptomatology in psychology. It includes a sound knowledge base of terminology, definitions of abnormal behaviour, problem diagnosis, etiquetting, and myths regarding abnormal behaviour. Specific mental disorders are studied critically from a multi-dimensional perspective, including intrapsychic, interpersonal and social-cultural explanations.					
• <i>Requires SLK 251</i>					
SLK 303	Psychology	SLK 300	A&E 2 lpw	E 2 lpw	4
<b>Critical perspectives</b>					
This is a module that explores the contribution of various perspectives in Psychology, the impact of earlier ideas on current and contemporary thinking about humanity critically. The impact of earlier thought frameworks on current perspectives, contemporary perspectives, and the implications of these ideas for practical initiatives focussed on mental health in communities, will be discussed.					
• <i>Requires SLK 251</i>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
SLK 354	Psychology	SLK 300	A&E 1 lpw (14 weeks)	Ask dept	1 & 2 3 & 4
<b>Community psychology practical</b>					
In this module students are trained to apply principles of community psychology to various fields of study. As a practical module it involves workshops, action research, and facilitation, empowerment, and evaluation of students while doing practical work within different communities.					
<ul style="list-style-type: none"> <li>• <i>Requires SLK 351</i></li> </ul>					
SLK 355	Psychology		A&E 2 lpw	E 2 lpw	3
<b>Psychological assistance</b>					
This is a practical module which offers the student opportunities for practicing basic communication and interpersonal skills, procedures of referral, report writing, and utilization of available resources, necessary for rendering psychological assistance in a variety of situations.					
<ul style="list-style-type: none"> <li>• <i>Requires SLK 251 and SLK 352</i></li> </ul>					
SLK 356	Psychology		A&E 1 lpw (14 weeks)	Ask dept	1&2 3&4
<b>Developmental intervention</b>					
This is a practical model which focuses on the development of life skills programmes for psycho-training, primary health care, and enhancement of human potential. Principles for development of programmes, need assessment, implementation, and evaluation of programmes are studied.					
<ul style="list-style-type: none"> <li>• <i>Requires SLK 156 or SLK 252 or SLK 253</i></li> </ul>					
SOC 151	Sociology	SOS 110	A&E 2 lpw 1 bpw	A&E 2 lpw 1 bpw	1
<b>Social organization &amp; individual</b>					
An introduction to Sociology, with reference to interaction between individuals, formation of groups, composition of society, culture and change, social networks, socialisation, crime and media.					
SOC 152	Sociology	SOS 110	A&E 2 lpw 1 bpw	A&E 2 lpw 1 bpw	2
<b>Social institutions</b>					
A focus on the social dynamics of the institutions of society, i.e. family, organizations, the economy, religion, education, government and power structures.					
SOC 153	Sociology	SOS 120	A&E 2 lpw 1 bpw	A&E 2 lpw 1 bpw	3
<b>Social inequality</b>					
The nature and dynamics of social inequality and social change in society and groups. South African examples of inequality and social change are highlighted. The following specific aspects are included: social stratification, ethnicity and race, gender, health and health care, demography and development.					
SOC 154	Sociology	SOS 120	A&E 2 lpw 1 bpw	A&E 2 lpw 1 bpw	4
<b>Sociometrics</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
In this module, students are exposed to sociometric methods, including interaction process analysis, force field analysis, social impact analysis, situation analysis, and communication flow analysis. Exercises in sociometric methods are included.					
<b>SOC 251</b>	<b>Sociology</b>	<b>SOS 210</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>1</b>
<b>Social problems</b> Students are introduced to concepts such as 'social deviance' and 'social problems'. A number of social problems are discussed in this module, including unemployment, drug abuse, alcoholism, wealth inequality. The social dynamics of these social problems are discussed.					
<b>SOC 252</b>	<b>Sociology</b>	<b>SOS 210</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>2</b>
<b>Domestic life</b> Students are exposed to various theoretical approaches to the study of families, households and domestic relationships. The focus in this module is on social dynamics of families and households, the dynamics of changes and inequality on a domestic level, and new types of households.					
<b>SOC 253</b>	<b>Sociology</b>	<b>SOS 220</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>3</b>
<b>Medical Sociology</b> In this module the focus is on social aspects of disease, health, health care institutions, health care authorities. Aspects such as the sick role and behaviour are also discussed.					
<b>SOC 254</b>	<b>Sociology</b>	<b>SOS 220</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>4</b>
<b>Social &amp; demographic research</b> Students are introduced to social and demographic methods, including the description of populations, age and gender structures, economic activities of populations, fertility rates, mortality rates, as well as fertility and migration preferences.					
<b>SOC 351</b>	<b>Sociology</b>	<b>SOS 310</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>1</b>
<b>Advanced demographic research</b> More advanced social and demographic methods, such as linear modeling, panel studies, action research and survival modeling and longitudinal studies are also included. Practical exercises are included.					
<b>SOC 352</b>	<b>Sociology</b>	<b>SOS 310</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>2</b>
<b>Social theory</b> Students are exposed to the ideas of a number of social theorists, including Marx, Durkheim, Giddens and Foucault. Application of these ideas on current issues within the South African society are emphasised, to gain a better understanding of society.					
<b>SOC 353</b>	<b>Sociology</b>	<b>SOS 320</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>3</b>
<b>Industrial Sociology</b> In this module students are introduced to theories of industry, labour relations theories and labour studies. Several labour issues are analysed, including organizations, labour relations, labour law and labour market dynamics, to promote					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
understanding of South African industries.					
<b>SOC 354</b>	<b>Sociology</b>	<b>SOS 320</b>	<b>A&amp;E 3 lpw 1 bpw</b>	<b>A&amp;E 2 lpw 1 bpw</b>	<b>4</b>
<p><b>Demography</b> In this module the focus is on three main population processes, namely fertility, mortality and migration. Social and economic dynamics of these population processes are emphasised. Population distribution, population problems, population policies, and the composition and dynamics of the South African population are analysed.</p>					
<b>SPP 211</b>	<b>Communication pathology</b>	<b>SPP 211</b>	<b>21 lect 7 h prac</b>		
<p><b>Developmental phonological disorders</b> Defining articulation and developmental phonological disorders. Overview of the nature, causes and correlates of the disorders and characteristics of such clients. Approaches to assessment and intervention of articulation and developmental phonological disorders.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SPP 212</b>	<b>Communication pathology</b>	<b>SPP 212</b>	<b>21 lect 7 h prac</b>		
<p><b>Voice disorders</b> Defining voice disorders; causes of voice disorders; characteristics; evaluation and assessment of voice disorders; treatment of voice disorders; observation of team approach to assessment.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>SPP 213</b>	<b>Communication pathology</b>	<b>SPP 213</b>	<b>21 lect 7 h prac</b>		
<p><b>Craniofacial disorders</b> Defining craniofacial disorders. Overview of the causes and types of craniofacial disorders and characteristics of such clients. Approaches to assessment and intervention of craniofacial disorders. Participative observation of a team approach to craniofacial disorders.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>SPP 221</b>	<b>Communication pathology</b>	<b>SPP 221</b>	<b>21 lect 7 h prac</b>		
<p><b>Early child language disorders</b> Defining early child language disorders. Overview of early communication intervention; the role of the speech-language therapist in the team approach to early intervention. Overview of the causes of preschool child language disorders and characteristics of such clients. Approaches to assessment and intervention of early child language disorders.</p> <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>SPP 222</b>	<b>Communication pathology</b>	<b>SPP 222</b>	<b>21 lect 7 h prac</b>		

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Language learning disorders</b> Defining language learning disorders. Causes of language learning disorders. Characteristics of clients with a language learning disorder. Approaches to the evaluation and assessment of clients with a language learning disorder. Approaches to the treatment of clients with a language learning disorder. • <i>Closed - requires departmental selection</i>					
<b>SPP 281</b>	<b>Communication pathology</b>	<b>SPP 281</b>	<b>35 h prac</b>		
<b>DPD: Practical</b> Clinical seminars. Clinical application of principles of assessment and treatment of clients with developmental phonological disorders. Clinical observation of assessment and intervention. Independent intervention with clients with developmental phonological disorders. • <i>Closed - requires departmental selection</i>					
<b>SPP 311</b>	<b>Communication pathology</b>	<b>SPP 311</b>	<b>21 lect 7 h prac</b>		
<b>Aphasia and closed head injury</b> Defining aphasia; causes of aphasia; characteristics of aphasia; approaches to evaluation and assessment of aphasia; approaches to treatment of aphasia; defining closed head injury; causes of closed head injury; characteristics of closed head injury; approaches to evaluation and assessment of closed head injury; approaches to treatment of closed head injury. • <i>Closed - requires departmental selection</i>					
<b>SPP 312</b>	<b>Communication pathology</b>	<b>SPP 312</b>	<b>21 lect</b>		
<b>Introduction: Neuromotor control</b> Defining neuromotor speech disorders; stages in the processing of language and speech production and the neural control thereof; general aspects of movement and motor development; influence of brain injury on the control and execution of movement. • <i>Closed - requires departmental selection</i>					
<b>SPP 321</b>	<b>Communication pathology</b>	<b>SPP 321</b>	<b>21 lect 7 h prac</b>		
<b>Neuromotor speech disorders</b> Cerebral palsy; assessment and treatment of cerebral palsy; acquired dysarthria; assessment and treatment of acquired dysarthria; apraxia of speech: acquired and developmental; assessment and treatment of apraxia of speech; dementia. • <i>Closed - requires departmental selection</i>					
<b>SPP 322</b>	<b>Communication pathology</b>	<b>SPP 322</b>	<b>21 lect 7 h prac</b>		
<b>Fluency disorders</b> Definition of fluency disorders, discussion of causes and the characteristics of fluency disorders. Approaches to the evaluation and assessment of fluency disorders and approaches to the treatment thereof. • <i>Closed - requires departmental selection</i>					
<b>SPP 381</b>	<b>Communication pathology</b>	<b>SPP 381</b>	<b>35 h prac</b>		

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Child language disorders</b>					
Clinical seminars. Clinical application of principles of assessment and treatment of clients with a child language disorder. Clinical observation of assessment and intervention of clients with a child language disorder. Independent intervention with clients with a child language disorder.					
• <i>Closed - requires departmental selection</i>					
<b>SPP 382</b>	<b>Communication pathology</b>	<b>SPP 382</b>	<b>35 h prac</b>		
<b>Language learning disorders</b>					
Clinical seminars. Clinical application of principles of assessment and treatment of clients with a language learning disorder. Clinical observation of assessment and intervention of clients with a language learning disorder. Independent intervention with clients with a language learning disorder.					
• <i>Closed - requires departmental selection</i>					
<b>SPP 411</b>	<b>Communication pathology</b>	<b>SPP 411</b>	<b>21 lect 7 h prac</b>		
<b>DPD &amp; early intervention</b>					
Recent research, development, trends and issues in Early Communication Intervention and Developmental Phonological Disorders and challenges posed to professional practice in the local context, clinical application of theoretical issues.					
• <i>Closed - requires departmental selection</i>					
<b>SPP 412</b>	<b>Communication pathology</b>	<b>SPP 412</b>	<b>21 lect 7 h prac</b>		
<b>Child language: Advanced</b>					
Recent research, development, trends and issues in early child language disorders and language learning disorders and challenges posed to professional practice in the local context, clinical application of theoretical issues.					
• <i>Closed - requires departmental selection</i>					
<b>SPP 421</b>	<b>Communication pathology</b>	<b>SPP 421</b>	<b>21 lect 7 h prac</b>		
<b>Neurogenic disorders: Advanced</b>					
Recent research, development, issues and trends in neurogenic disorders; challenges posed by the local context in the provision of services; clinical application of theoretical issues.					
• <i>Closed - requires departmental selection</i>					
<b>SPP 422</b>	<b>Communication pathology</b>	<b>SPP 422</b>	<b>21 lect 7 h prac</b>		
<b>Voice and fluency disorders</b>					
Recent research, development, issues and trends in voice and fluency disorders; challenges posed by the local context in the provision of services; clinical application of theoretical issues.					
• <i>Closed - requires departmental selection</i>					
<b>SPP 481</b>	<b>Communication pathology</b>	<b>SPP 481</b>	<b>35 h prac</b>		
<b>Initial assessment: Practical</b>					
Clinical seminars. Clinical application of principles of assessment and treatment of communication disorders by means of active observation and independent					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
assessment of clients. • <i>Closed - requires departmental selection</i>					
<b>SPP 482</b>	<b>Communication pathology</b>	<b>SPP 482</b>	<b>35 h prac</b>		
<b>Speech &amp; language disorders</b> Clinical seminars. Clinical application of principles of assessment and intervention of neuromotor, neurogenic, voice and fluency disorders. Active clinical observation of assessment and treatment of clients with neuromotor, neurogenic, voice and fluency disorders. Independent assessment and treatment of clients with neuromotor, neurogenic, voice and fluency disorders. • <i>Closed - requires departmental selection</i>					
<b>STL 151</b>	<b>Political Sciences</b>	<b>IPL 110 PTO 110 STL 110</b>	<b>A&amp;E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Basics of Politics</b> An introduction to the study of the Political Sciences with reference to basic concepts and fundamental assumptions. The nature and extent, theoretical foundations, subdivision, and relevance of International Politics and Political Science. Analytical frameworks, including approaches and methods, as well as units and levels of analysis.					
<b>STL 152</b>	<b>Political Sciences</b>	<b>STL 110</b>	<b>A&amp;E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>South African Political Institutions</b> Introduction to Comparative Politics. Democratic political institutions are studied, with the focus on South Africa. The study differentiates between unitary and federal systems and the legislative, executive and judicial institutions with specific reference to South African examples.					
<b>STL 153</b>	<b>Political Sciences</b>	<b>STL 120</b>	<b>A&amp;E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Political Ideologies</b> The defining and evaluation of the concept ideology, as well as the study of the development and contemporary relevance of ideologies such as socialism, nationalism, liberalism, Marxism, and feminism.					
<b>STL 154</b>	<b>Political Sciences</b>		<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Security Risk Management</b> Description; security organization; security planning; management of security; management information systems; project information; the private security industry in South Africa.					
<b>STL 155</b>	<b>Political Sciences</b>		<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Conflict Resolution</b> The nature, types and sources of conflict; conflict escalation and de-escalation; conflict and violence; conflict resolution approaches and techniques; negotiation, mediation and facilitation, building lasting relationships.					
<b>STL 251</b>	<b>Political</b>	<b>STL 210</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	<b>Sciences</b>				
<b>Governance in Africa</b>					
The study of trends in the political processes and institutions of African states. The focus is on the role of political parties and political leaders, as well as on forms of government and democratisation within the state.					
<b>STL 252</b>	<b>Political Sciences</b>	<b>STL 210</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Political Behaviour</b>					
The study of behavioural phenomena in the political system. Political leadership, interests groups and political parties and party systems. Elections, electoral systems and voting behaviour. Direct popular control techniques, namely the compulsory referendum, the initiative and the recall.					
<b>STL 253</b>	<b>Political Sciences</b>	<b>STL 220</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Political Development</b>					
Introduction to the theoretical origins of and basic concepts and controversial issues in development research. Democratisation and decentralisation of government power as two development trends in Third World countries. The state's role in socio-economic development. The relationship between security and development, and the security position of Third World countries in the post-Cold War era.					
<b>STL 254</b>	<b>Political Sciences</b>	<b>STL 220</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>South African Political Parties</b>					
In this module the student studies political parties and organizations in South Africa. The emphasis is on organization, strategy, policy positions and the influence of these role players in South African politics. Specific themes that are emphasised include possible developments of the South African party system and the identification and analysis of important problems underlying South African political parties and organizations.					
<b>STL 351</b>	<b>Political Sciences</b>	<b>STL 310</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Policy Studies</b>					
This module focuses on the public and their policy problems. It is concerned with how policy issues and problems come to be defined and constructed and how they are placed on the political and policy agenda. It is also the study of how, why and to what effect governments pursue particular courses of action and inaction. Policy studies aims to integrate and contextualise approaches and models with a problem and policy orientation.					
<b>STL 352</b>	<b>Political Sciences</b>	<b>STL 310</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>South African Political Issues</b>					
The nature and importance of problems underlying South African politics. Changes in the political environment related to the implementation of the 1996 Constitution. Analysis and evaluation of the most important policy frameworks of the South African government. Identification and analysis of economic, social and political issues					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
underlying South African politics. Identification of alternative approaches to and possible solutions for political problems.					
<b>STL 353</b>	<b>Political Sciences</b>	<b>STL 320</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Political Thought</b> A study of the political thought that made an important contribution to the development of politics. Attention is given to the classical Greek philosophers, as well as to more contemporary thinkers, including some from Africa.					
<b>STL 354</b>	<b>Political Sciences</b>	<b>STL 320</b>	<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Political Analysis</b> This module focuses on the methods and operationalisation of political analysis. The principles and problems underlying approaches and methods of political analysis are described and explained. Attention is given to the operationalisation of the Scientific Method with emphasis on the observation, description, explanation and prediction of political phenomena. Applicable examples and case studies are used throughout. The module also includes a short overview of virtual politics (politics in cyber space) and the problems associated with the analysis of virtual politics.					
<b>STL 355</b>	<b>Political Sciences</b>		<b>E - 2 lpw</b>	<b>E - 2 lpw</b>	
<b>Security Studies</b> National security, national security policy and defence policy; nature and formulation; collective and regional security; South African defence policy; crime prevention policy and elements of national security policy. Both a theoretical component and a practical application, specifically to the South African situation, are included.					
<b>STW 151</b>	<b>African languages</b>	<b>STW 101</b>	<b>A&amp;E Sets 2 lpw; 2 ppw</b>	<b>A&amp;E Sets 2 lpw; 2 ppw</b>	<b>1</b>
<b>Basic Setswana for beginners</b> The acquisition of basic Setswana communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary. <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of Setswana is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
<b>STW 152</b>	<b>African languages</b>	<b>STW 101</b>	<b>A&amp;E Sets 2 lpw; 2 ppw</b>	<b>A&amp;E Sets 2 lpw; 2 ppw</b>	<b>2</b>
<b>Advanced Setswana for beginners</b> More advanced Setswana communication within specific social situations in which everyday expressions and suitable high frequency vocabulary are utilised. <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of Setswana is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
<b>STW 153</b>	<b>African languages</b>	<b>STW 101 STW 102</b>	<b>A&amp;E Sets 2 lpw</b>	<b>A&amp;E Sets 2 lpw</b>	<b>1</b>
<b>Writing system of Setswana</b> The history and development of the Setswana written language. Writing and spelling rules and the principles that underlie them. The creation of terminology in Setswana. Dictionaries and dictionary use.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>For students who passed Setswana as first, second or third language in matric.</li> <li>Tuks after 5 will only be presented if sufficient students enrol.</li> </ul>					
STW 154	African languages	STW 101	A&E Sets 2 lpw; 1 ppw	A&E Sets 2 lpw; 1 ppw	2
<b>Setswana language proficiency L2</b> Communication within various social and occupational contexts through the acquisition and use of suitable vocabulary and language structures. <ul style="list-style-type: none"> <li>For students who passed Setswana as second or third language in matric.</li> <li>Tuks after 5 will only be presented if sufficient students enrol.</li> </ul>					
STW 161	African languages	STW 102	Sets 2 lpw	Sets 2 lpw	2
<b>Non-verbal word classes STW</b> The structure, meaning and use of the noun, the pronoun, the adjective, the relative, the enumerative, the interjective, the adverb, the conjunctive, the vocative, the interrogative, the locative copulative demonstrative, the possessive and the ideophone. <ul style="list-style-type: none"> <li>For students who passed Setswana as first language in matric.</li> <li>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</li> </ul>					
STW 162	African languages	STW 102	Sets 2 lpw	Sets 2 lpw	3
<b>Setswana short stories</b> Reading and analysis of selected essays, short stories and sketches in Setswana. An overview of the features of the various subgenres. <ul style="list-style-type: none"> <li>For students who passed Setswana as first language in matric.</li> <li>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</li> </ul>					
STW 163	African languages	STW 102	Sets 2 lpw	Sets 2 lpw	4
<b>Setswana literary history</b> Historical overview of the Setswana literature. The development, classification and features of the various literary genres. Recorded oral literature. Tendencies in the Setswana literature. <ul style="list-style-type: none"> <li>For students who passed Setswana as first language in matric.</li> <li>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</li> </ul>					
STW 251	African languages	STW 201	A&E Sets 2 lpw; 1 ppw	A&E Sets 2 lpw; 1 ppw	1
<b>Advanced Setswana grammar L2</b> The acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. <ul style="list-style-type: none"> <li>For non-mother tongue speakers</li> <li>Tuks after 5 will only be presented if sufficient students enrol.</li> </ul>					
STW 252	African	STW 201	A&E Sets	A&E Sets	2

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	languages		2 lpw; 1 ppw	2 lpw; 1 ppw	
<b>Setswana reading and writing</b>					
<p>Writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a selected range of communicative purposes. Writing entails creative writing as well as reduplication. Reading and comprehension of texts which contain reasonably extensive vocabularies and a relatively large variation of language structures. Commences with the reading of fairly simple literary works. Students are also trained in the use of the dictionary.</p> <ul style="list-style-type: none"> <li>• <i>For non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
STW 253	African languages	STW 201 STW 202	A&E Sets 2 lpw	A&E Sets 2 lpw	3
<b>Setswana speech sounds</b>					
<p>The classification and features of the speech sounds of Setswana. The nature of the sound changes and the environments in which they occur.</p> <ul style="list-style-type: none"> <li>• <i>For mother tongue and non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
STW 261	African languages	STW 202	Sets 2 lpw	Sets 2 lpw	1
<b>The Setswana novel</b>					
<p>Reading and analysis of selected novels and novelettes in Setswana. An overview of the features of the various subgenres within the category prose.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
STW 262	African languages	STW 202	Sets 2 lpw	Sets 2 lpw	2
<b>The Setswana written drama</b>					
<p>Reading and analysis of selected written dramas and verse plays in Setswana. An overview of the features of the various subgenres such as radio, TV, stage and closet dramas, radio plays and one act plays.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
STW 263	African languages	STW 202	Sets 2 lpw	Sets 2 lpw	4
<b>Verbal word categories STW</b>					
<p>The structure, meaning and use of the verb and auxiliary verb in Setswana. Also studied are the various modal categories, time and aspect, verbal extensions and transitivity.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
STW 351	African languages	STW 301	A&E Sets 2 lpw; 1 ppw	A&E Sets 2 lpw; 1 ppw	1
<b>Culture in the literature STW</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<p>Cultural, social and religious practices and traditions as found in selected Setswana texts. Includes aspects such as courtship and marriage (traditional and modern); traditional religious practices; traditional healers and healing; death and mourning; witchcraft; traditional laws; the traditional home and homestead; traditional clothing, utensils and craft; traditional music, musical instruments and songs; traditional food and drink and their preparation; cattle and cattle names; naming practices; Sotho history, etc.</p> <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
STW 352	African languages	STW 301	A&E Sets 2 lpw; 1 ppw	A&E Sets 2 lpw; 1 ppw	3
<p><b>Setswana grammar L2</b> Overview of the word categories; discussion of selected grammatical phenomena; grammatical analysis. The acquisition, drill and inculcation of advanced communicative skills within a larger number of social, occupational and educational situations. Awareness of the nature and function of language structures is heightened further. Attention is also paid to cultural phenomena.</p> <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
STW 353	African languages	VWA 400	A&E Sets 2 lpw	A&E Sets 2 lpw	3
<p><b>Setswana subject didactics L2</b> Outcomes based subject didactics for L2 Setswana grammar teachers.</p> <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol.</i></li> </ul>					
STW 354	African languages	VWA 400	A&E Sets 2 lpw	A&E Sets 2 lpw	4
<p><b>Setswana subject didactics L2</b> Outcomes based subject didactics for L2 Setswana literature teachers.</p> <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol.</i></li> </ul>					
STW 361	African languages	STW 302	Sets 2 lpw	Sets 2 lpw	1
<p><b>Setswana poetry &amp; prosody</b> Reading and analysis of the various genres of Setswana poetry. Attention is paid to the modern praise poem, sonnets, elegies and epic verses. The study of prosody includes the study of the most important principles that underlie verse form, such as linkage, rhyme and repetition.</p> <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
STW 362	African languages	STW 302	Sets 2 lpw	Sets 2 lpw	2
<b>Setswana oral literature</b>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Reading and study of traditional prose, drama and poetry. Includes the discussion of folklore, songs, traditional dramas, traditional praise poems, riddles, sayings and idioms. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
STW 363	African languages	STW 302	Sets 2 lpw	Sets 2 lpw	3
<b>Intensive study of grammar STW</b> More intensive study of the morphology, syntax and semantics of Setswana. Semantics: meaning, the relationship between sound and meaning, the various types of meaning, e.g. conceptual meaning, associative meaning, etc.; semantic feature analysis; meaning relations such as synonymy and antonymy, polysemy and homonymy; meaning change, meaning extension and the narrowing of meaning; student language; folk taxonomies and borrowings. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
STW 364	African languages	VWA 400	Sets 2 lpw	Sets 2 lpw	1
<b>Setswana subject didactics L1</b> Outcomes based subject didactics for L1 Setswana grammar teachers. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented from 2002 only if sufficient students enrol.</i></li> </ul>					
STW 365	African languages	VWA 400	Sets 2 lpw	Sets 2 lpw	2
<b>Setswana subject didactics L1</b> Outcomes based subject didactics for L1 Setswana literature teachers. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented from 2002 only if sufficient students enrol</i></li> </ul>					
SWL 111	Communication pathology	SWL 111	42 lect		
<b>Acoustics of speech</b> Introduction to the physics of sound; resonance and speech; acoustic phonetics; introduction to experimental phonetics. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
SWL 121	Communication pathology	SWL 121	21 lect		
<b>Speech perception</b> Theories of auditory speech perception. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
SWL 122	Communication pathology	SWL 122	21 lect		
<b>Developmental Phonology</b> Introduction to the study of language: Content - semantics; Form - phonology, morphology, syntax; Use - pragmatics, paralinguistic aspects. Sound structure of language - phonology. Introduction to application on developmental phonological disorders and acquired phonological disorders.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SWL 181</b>	<b>Communication pathology</b>	<b>SWL 181</b>	<b>28 prac</b>		
<b>Speech sound discrimination</b> Articulatory phonetics; auditory speech sound discrimination of normal speech; phonetic transcription of normal speech; articulatory and auditory awareness training. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SWL 211</b>	<b>Communication pathology</b>	<b>SWL 211</b>	<b>21 lectures</b>		
<b>Development of Syntax &amp; Morphology</b> Grammatical structure of language - syntax and morphology: word types; sentence structure. Normal development of syntax and morphology. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SWL 212</b>	<b>Communication pathology</b>	<b>SWL 212</b>	<b>21 lectures</b>		
<b>Applied Phonetics: Disordered speech</b> Phonetics of disordered speech: articulatory and acoustic description of disordered speech. Auditory discrimination and phonetic transcription of disordered speech. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SWL 221</b>	<b>Communication pathology</b>	<b>SWL 221</b>	<b>28 lectures</b>		
<b>Developmental Pragmatics</b> Language characteristics and components. Theories of language development. Social and communicative bases of language. Pragmatic development of the pre-school child. Pragmatic development of the school-going child and adult. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SWL 222</b>	<b>Communication pathology</b>	<b>SWL 222</b>	<b>12 lectures 16 prac</b>		
<b>South African sign language</b> South African Sign Language in relation to international sign languages. The principles of sign language - lexicon and grammar. Practical sessions to enable basic conversation. The role/use of translators. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SWL 311</b>	<b>Communication pathology</b>	<b>SWL 311</b>	<b>14 lectures</b>		
<b>Linguistic and cultural diversity</b> Language variation and communication pathology: Current language policy in South Africa, definitions and misconceptions in language variation, theoretical approaches to language variation. Socio-cultural diversity in communication pathology. Bilingualism and multilingualism: Definitions and basic concepts, theoretical approaches to bilingualism and multilingualism, culturally valid language assessment and intervention strategies within the bilingual and multilingual context. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
<b>SWL 312</b>	<b>Communication</b>	<b>SWL 312</b>	<b>14</b>		



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	pathology		lectures 14 prac		
<b>Advanced analyses</b> Advanced child-language analyses in communication pathology. Advanced pragmatic analyses in communication pathology. Acoustic analysis and computerised measurements in communication pathology. Theoretical base and practical considerations of analysis techniques in the clinical and research situation. <ul style="list-style-type: none"> <li>• <i>Closed - requires departmental selection.</i></li> </ul>					
TNA 351	Drama		A&E - 2 lpw 2 ppw		
<b>Drama-in-Education</b> In this module the student will develop the insights and knowledge gained in TNT 251, with specific reference to the field of drama and the dramatic as tool or methodology in teaching in schools. The student will concentrate on key figures in the field, such as Brian Way, Gavin Bolton, Dorothy Heathcote.					
TNA 352	Drama		A&E - 2 lpw 2 ppw		
<b>Theatre in Education</b> In this module the student will develop the insights and knowledge gained in TNT 251, with specific reference to the planning and presentation of a theatre production for specific educational goals. The student will be required to understand and justify the process of selecting material for such a production, as well as the presentation thereof.					
TNA 353	Drama		A&E 2 lpw 2 ppw		
<b>Edu dance</b> In this module the student will explore the concept of educational dance as a tool or methodology in the educational process. The student will be required to teach this aspect of the work, and to justify the selection and presentation of the material on educational grounds.					
TNA 354	Drama		A&E 2 lpw 2 ppw		
<b>Theatre for Development</b> In this module the student will explore the concepts of theatre for Development and Industrial theatre, drawing on the basis created in TNT 251. The student will be required to develop and present a programme in this area, and be able to justify his/her selection of material, and working methodology.					
TNP 100	Drama	TNP 100	17 hpw		
<b>Theatre studies</b> <span style="float: right;"><b>{12 cr}</b></span> Basic techniques of acting. Theatre practice. Design. Monologues from Greek and modern dramas. Costume design. Dramatic performances. <ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
TNP 200	Drama	TNP 200	20 hpw		
<b>Theatre studies</b> {20 cr} Improvisation. Theatre design. Shakespeare interpretation in Afrikaans and English. Dramatic performance. <ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					
TNP 300	Drama	TNP 300	28 hpw		
<b>Theatre studies</b> {20 cr} Specialized techniques of acting. Approaches to acting - ensemble. Television acting. Film acting. Film practice. Dramatic performances. <ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires departmental selection</li> </ul>					
TNT 151	Drama	TNT 110	A&E 2 lpw 2 ppw		1
<b>Stage and Stage Management</b> In this module the student will be orientated toward the physical theatre and its surrounds. The student will learn the fundamental disciplines connected to and required of the Theatre. These skills are all contained in the demands of running a theatre production, as contained in the work of the Stage manager. The work and function of the Stage Manager will be the primary focus of this Module.					
TNT 152	Drama	TNT 110	A&E 2 lpw 2 ppw		2
<b>Design for the Stage</b> In this module the student will be introduced to the fundamentals of the visual and acoustic dimensions of designing for the Stage. The student will be orientated towards, and learn the basic precepts of Stage Design, Costume design, Lighting Design, Make-up Design and Sound Design. As this is an introductory course, the module will be presented using extensive visual and auditory aids, but there will be no hands-on work expected of the student.					
TNT 153	Drama	TNT 120	A&E 2 lpw 2 ppw		3
<b>Actor: Role-play &amp; performance</b> In this module the student is introduced to the fundamental principles that form the cornerstone of acting, namely Role-play. The areas in real life where role-play is used (social, political, gender, economic and other power relationships) will be explored, and the essential features identified and described. The “framing” of a role in society and the “strategies” employed, will form the cornerstone of this module.					
TNT 154	Drama	TNT 120	A&E 2 lpw 2 ppw		4
<b>Text Analysis for Performance</b> In this module the student will be introduced to the basic techniques of analysing a text as an actor might in his/her preparation for playing a stage (or other) role. The fundamental principles of defining an Objective, developing a Motivation, preparing moments of Action, identifying Stumbling Blocks, and preparing Circumvention Actions will be considered. The student will learn the duality of drawing clues from the text AND from life, in the building of a Character for the Stage. This module develops hypothetical or virtual characters from text.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
TNT 251	Drama	TNT 210	A&E 2 lpw 2 ppw		1
<b>Drama in Education</b>					
This module explores the use of drama for purposes other than presenting a stage production. As such it builds on the Horatian edict of “delight and instruct” and explores drama as an educational methodology, which can be used across the curriculum. The student will be introduced to the Chinese proverb: “I hear: I forget – I see: I remember – I do: I understand.” This proverb articulates the underlying principle of Drama-in-Education, namely that of active rather than passive learning, with learning through experience. The importance of the use of context building, poetic and reflective action as well as creative problem solving, decision-making and role-play will be discussed. This module will contain a virtual construction of a programme on Drama in Education.					
TNT 252	Drama	TNT 210	A&E 2 lpw 2 ppw		2
<b>Theatre for Development</b>					
This module explores the history, theory and principles of the use of theatre as a mode of development in a country, with specific reference to the work of Augusto Boal, and the applications of these principles in South Africa. Theatre for Development has had a vast application in developing countries. Included in this module is an introduction to a flourishing branch of South African theatre that falls into this category, namely “Industrial Theatre.” This module will contain a virtual construction of a programme on theatre for Development or Industrial Theatre.					
TNT 253	Drama	TNT 220	A&E 2 lpw 2 ppw		3
<b>Intermediate Stage Design</b>					
In this module, the student will develop the fundamental acoustic and visual dimensions that were acquired in TNT 151. The student will make elementary stage designs, costume designs, lighting designs, make-up designs and sound designs for designated productions. These designs may be for virtual productions.					
TNT 254	Drama	TNT 220	A&E 2 lpw 2 ppw		4
<b>Directing a Play</b>					
In this module the student will develop the basic principles, strategies and objectives throughout the process of directing a play. The student will be guided through the various phases of development and analysis of the script, the sequence of production and design meetings, the initial contact with the actors, and the full process of directing the actors up until the production opens. This module will require the planning of a virtual production.					
TNT 351	Drama	TNT 310	A&E 2 lpw 2 ppw		1
<b>Entrepreneurship &amp; contracts</b> {10 cr}					
This module traces the history of the theories of acting. It uses as its departure point the duality between the Aristotelian concept of a dialectic between “imitation” and “reality,” and the Platonic search for the “truth/authenticity.”					
TNT 352	Drama	TNT 310	A&E 2 lpw 2 ppw		2
<b>Advanced Design</b> {10 cr}					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
In this module, the student has an option between Advanced Stage Design and Advanced Radio Work. In Advanced Stage Design, the student will be required to select one or more areas of design on which to concentrate, and will apply his/her specialization to the implementation of a design for a particular production. In Radio Work, the student will develop a series of radio programmes and justify the selections that he/she makes.					
<b>TNT 353</b>	<b>Drama</b>	<b>TNT 320</b>	<b>A&amp;E 2 lpw 2 ppw</b>		<b>3</b>
<b>The Ritual Model/Embodiment {10 cr}</b> This module presents an in-depth analysis of the Platonic model as outlined in TNT 351. It traces the modern thinkers on this issue, including the work of Artaud, Brook, Schechner and Grotowski. It will also investigate the anthropological dimensions of ritual, using the work of Turner as the guiding principle. It will also investigate the possibility of describing African Theatre with this type of thinking.					
<b>TNT 354</b>	<b>Drama</b>	<b>TNT 320</b>	<b>A&amp;E 2 lpw 2 ppw</b>		<b>4</b>
<b>Role-play model/Enactment {10 cr}</b> This module presents an in-depth analysis of the Aristotelian model as outlined in TNT 351. Drawing on Goffman's concept of "framing" it pursues the idea that performance is a social construct. This module will trace the thinking of Diderot, and in particular the work of Bertold Brecht and his understanding of the Epic Theatre. It will also investigate the possibility of describing African Theatre with this type of thinking.					
<b>TRL 151</b>	<b>African languages</b>		<b>A&amp;E 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>3</b>
<b>Introduction to translation.</b> Translation and basic translation skills such as source text analysis, translation methods and translation aids. Translation in South Africa. Practical translations of a variety of texts of limited scope. <ul style="list-style-type: none"> <li>• <i>Translation in any 2 languages offered by the School of Languages, provided that the particular language combination can be accommodated during any given year</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
<b>TRL 251</b>	<b>African languages</b>		<b>A&amp;E – 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>2</b>
<b>Equivalence in translation.</b> Equivalence at word level and above word level. Equivalence at text level. Problems of equivalence in a variety of texts. Practical translations. Presented as from 2001 <ul style="list-style-type: none"> <li>• <i>Translation in any 2 languages offered by the School of Languages, provided that the particular language combination can be accommodated during any given year</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
<b>TRL 351</b>	<b>African languages</b>		<b>A&amp;E - 2 lpw</b>	<b>A&amp;E - 2 lpw</b>	<b>4</b>
<b>Intercultural translation</b> Translation and language varieties such as dialects, code-switching, sociolects, etc. Translation of culture bound texts. Translation in a multilingual speech community such as South Africa. Practical translations of a variety of different text types.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
Presented as from 2002					
<ul style="list-style-type: none"> <li>• <i>Translation in any 2 languages offered by the School of Languages, provided that the particular language combination can be accommodated during any given year</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol</i></li> </ul>					
<b>TRL 352</b>	<b>Afrikaans</b>	<b>AFR 300</b>	<b>A - 2 lpw</b>	<b>A - 2 lpw</b>	<b>1</b>
<b>Literary translation</b>					
Theories of and strategies for literary translation; study of translated texts; practical translation (prose and poetry). The source and target languages are chosen by the student from any of the languages offered by the School of Languages, provided that the particular language combination can be accommodated during any given year.					
Presented as from 2002					
<ul style="list-style-type: none"> <li>• <i>Translation in any 2 languages offered by the School of Languages, provided that the particular language combination can be accommodated during any given year</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol</i></li> </ul>					
<b>VIO 102</b>	<b>Art</b>				
<b>Visual design I</b>					
Introduction to elements and principles of design, typography and layout. Application of visual principles and techniques. Media characteristics. The design process.					
<ul style="list-style-type: none"> <li>• <i>Only for students who specialize in Multimedia.</i></li> </ul>					
<b>VIO 202</b>	<b>Art</b>				
<b>Visual design II</b>					
Visual analysis and interpretation. Design function and specific applications in the electronic environment. Aesthetic, functional and communicative evaluation of design.					
<ul style="list-style-type: none"> <li>• <i>Only for student who specialize in Multimedia.</i></li> </ul>					
<b>VIT 100</b>	<b>Art</b>				
<b>Visual Information Technology</b>					
In these three modules the student will be introduced to the fundamental elements, principles, techniques and media of drawing to enable him/her to gain technical proficiency. The student will develop a methodology which will enable him/her to convey information to the viewer and a creative attitude and approach towards all aspects of visual information technologies.					
<ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires departmental selection</i></li> </ul>					
<b>VIT 200</b>	<b>Art</b>				
<b>Visual Information Technology</b>					
These three modules explore technology in the visual arts. Theory and practical instruction are given in many fields of applied arts as well as computer art, art administration and art education. Research: Exploration and investigation of various art forms done mainly through the discipline of drawing.					
<ul style="list-style-type: none"> <li>• <i>Year module</i></li> <li>• <i>Closed - requires VIT 100</i></li> </ul>					
<b>VIT 300</b>	<b>Art</b>				
<b>Visual Information Technology</b>					
These three modules concentrate on technology in the visual arts. Applied arts, computer art, art administration and art education form an integral part of the course. More advanced research is synthesized through the discipline of drawing.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<ul style="list-style-type: none"> <li>• Year module</li> <li>• Closed - requires VIT 200</li> </ul>					
<b>VKK 151</b>	<b>Art</b>	<b>VKK 100</b>	<b>A/E - 2 lpw</b>		<b>1</b>
<b>Foundations of visual language</b> Study of the form, content and aims of static and moving images in diverse media (for example, fine arts, design, film, television and photography). Introduction to the scientific and systematic analysis and interpretation of visual images and visual media. Formalistic analysis. Introduction to visual literacy.					
<b>VKK 152</b>	<b>Art</b>	<b>VKK 100</b>	<b>A/E - 2 lpw</b>		<b>2</b>
<b>Foundations of visual language II</b> Basic introduction to visual language and the visual communication process. Visual communication and visual literacy with relation to cultural conventions and codes, visual metaphors, icons, symbols, myths and ideology. Visual perception and visual media; applications to visual culture.					
<b>VKK 153</b>	<b>Art</b>	<b>VKK 100</b>	<b>A/E - 2 lpw</b>		<b>3</b>
<b>Cultural myths and icons</b> Definitions of popular culture. Investigation of theories concerning popular culture. The relationship between popular culture and the mass-media. Interpretation of diverse manifestations of popular culture and cultural icons in relation to cultural codes, stereotypes and myths.					
<b>VKK 154</b>	<b>Art</b>	<b>VKK 100</b>	<b>A/E - 2 lpw</b>		<b>4</b>
<b>Form, style, meaning 1750-1940</b> Study of the appearance of styles in visual culture in relation to the changes in ideas and technology, 1750 -1940. The origins and characteristics of industrial design. Influence of cultural codes and conventions on design styles. Description and contextualisation of design styles with reference to South Africa.					
<b>VKK 251</b>	<b>Art</b>	<b>VKK 200</b>	<b>A/E - 2 lpw</b>		<b>1</b>
<b>Semiotics and visual culture</b> Explanation and application of semiotics as a strategy for the interpretation and evaluation of the visual image. Origins, principles and basic aims of semiotics. The terminology of semiotics is examined in relation to filmic- and non-filmic codes and applications are made to diverse genres of visual culture.					
<b>VKK 252</b>	<b>Art</b>	<b>VKK 200</b>	<b>A/E - 2 lpw</b>		<b>2</b>
<b>Film as 20th century art form</b> The nature of film as an important art form in the context of the history of the visual image in the twentieth century. Relation between films and the origins of the visual mass-media and popular culture; genres and the analysis of films from a semiotic perspective. Reciprocal influence between art- and film-styles.					
<b>VKK 253</b>	<b>Art</b>	<b>VKK 200</b>	<b>A/E - 2 lpw</b>		<b>3</b>
<b>Visual identity &amp; advertising</b> The role and function of visual communication in the marketing and corporate context. The foundations, basic aims, creative strategies and encoding of advertisements and visual identity. Characteristics of the broadcasting media, compilation of target profiles, decoding factors and image acceptance. Methods for the analysis and evaluation of advertisement and visual identities.					

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
VKK 254	Art	VKK 200	A/E - 2 lpw		4
<b>Visual image and technology</b>					
The relationship between technological developments, science, the visual image and aesthetic considerations. The influence of technology and science on the origin of new visual paradigms. Animation, computer graphics, the Internet and multi-media. The focus is placed on the interaction between science, technology and the visual image.					
VKK 351	Art	VKK 300	A/E - 2 lpw		1
<b>Form, style, meaning 1940-2000</b>					
Changes in the appearance of visual culture from 1940 to the present. Contextualisation of popular visual culture and consumer culture. Influence of youth- and sub-cultures such as Beatniks, Hippies and Punks on contemporary design styles. Influence of cultural codes and conventions on design styles. Description and contextualisation of design styles with reference to South Africa.					
VKK 352	Art	VKK 300	A/E - 2 lpw		2
<b>Visual image and ideology</b>					
Investigation on more advanced level of theoretical frameworks that can be used in the interpretation, analysis and evaluation of visual culture. Influence of methods of analysis such as, for example, Post-structuralism, Marxism, Psychoanalysis, Post-colonialism and Feminism is explained in terms of the interpretation of contemporary visual culture. Ideologies as embodied in cultural expressions.					
VKK 353	Art	VKK 300	A/E - 2 lpw		3
<b>Decoding visual culture</b>					
Critical decoding of culturally encoded ideas and ideologies as embodied in visual culture. The emphasis is placed on the semiotic decoding of aspects of visual culture such as, for example, dress, comics, advertisements, television programmes and architecture. The necessity of a critical attitude towards visual messages.					
<ul style="list-style-type: none"> <li>• <i>Prerequisite: VKK 251</i></li> </ul>					
VKK 354	Art	VKK 300	A/E - 2 lpw		4
<b>Film as 20th century art form</b>					
The interpretation and evaluation of selected films. These films are placed in cultural context and the visual embodiment of ideologies, ideas, convention, codes and myths is revealed and deconstructed. Influence of contemporary technological developments on film.					
<ul style="list-style-type: none"> <li>• <i>Prerequisite: VKK 252</i></li> </ul>					
VKK 400	Art	VKK 400			
<b>Design- and Art-theory</b>					
Information Design: aspects of contemporary philosophy, education and practice of design.					
Fine Arts: aspects of contemporary trends and philosophies in the fine arts.					
<ul style="list-style-type: none"> <li>• <i>Prerequisite: closed year course</i></li> </ul>					
ZUL 151	African languages	ZUL 101	A&E / Zulu 2 lpw - 2 ppw	A&E / Zulu 2 lpw - 2 ppw	1

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>Basic isiZulu for beginners</b> The acquisition of basic isiZulu communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary. <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of isiZulu is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
ZUL 152	African languages	ZUL 101	A&E / Zulu 2 lpw - 2 ppw	A&E / Zulu 2 lpw - 2 ppw	2
<b>Advanced isiZulu for beginners</b> More advanced isiZulu communication within specific social situations in which everyday expressions and suitable high frequency vocabulary are utilised. <ul style="list-style-type: none"> <li>• <i>No prior knowledge or experience of isiZulu is required</i></li> <li>• <i>Tuks after 5 will only be offered if sufficient students enrol</i></li> </ul>					
ZUL 153	African languages	ZUL 101 ZUL 102	A&E / Zulu 2 lpw	A&E / Zulu 2 lpw	1
<b>Writing system of isiZulu</b> The history and development of the isiZulu written language. Writing and spelling rules and the principles that underlie them. The creation of terminology in isiZulu. Dictionaries and dictionary use. <ul style="list-style-type: none"> <li>• <i>For students who passed isiZulu as first, second or third language in matric.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
ZUL 154	African languages	ZUL 101	A&E / Zulu 2 lpw - 1 ppw	A&E / Zulu 2 lpw - 1 ppw	2
<b>IsiZulu language proficiency L 2</b> Communication within various social and occupational contexts through the acquisition and use of suitable vocabulary and language structures. <ul style="list-style-type: none"> <li>• <i>For students who passed isiZulu as second or third language in matric.</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
ZUL 161	African languages	ZUL 102	Zulu - 2 lpw	Zulu - 2 lpw	2
<b>Non-verbal word classes ZUL</b> The structure, meaning and use of the noun, the pronoun, the adjective, the relative, the enumerative, the interjective, the adverb, the conjunctive, the vocative, the interrogative, the locative copulative demonstrative, the possessive and the ideophone. <ul style="list-style-type: none"> <li>• <i>For students who passed isiZulu as first language in matric.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</i></li> </ul>					
ZUL 162	African languages	ZUL 102	Zulu - 2 lpw	Zulu - 2 lpw	3
<b>IsiZulu short stories</b> Reading and analysis of selected essays, short stories and sketches in isiZulu. An overview of the features of the various subgenres. <ul style="list-style-type: none"> <li>• <i>For students who passed isiZulu as first language in matric.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</i></li> </ul>					



Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
ZUL 163	African languages	ZUL 102	Zulu - 2 lpw	Zulu - 2 lpw	4
<b>IsiZulu literary history</b> Historical overview of the isiZulu literature. The development, classification and features of the various literary genres. Recorded oral literature. Tendencies in the isiZulu literature. <ul style="list-style-type: none"> <li>• <i>For students who passed isiZulu as first language in matric.</i></li> <li>• <i>Will only be presented if sufficient students enrol, otherwise replace with 1 of AFT 151-153 or TRL 151.</i></li> </ul>					
ZUL 251	African languages	ZUL 201	A&E / Zulu 2 lpw - 1 ppw	A&E / Zulu 2 lpw - 1 ppw	1
<b>IsiZulu communication L2</b> The acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. <ul style="list-style-type: none"> <li>• <i>For non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
ZUL 252	African languages	ZUL 201	A&E / Zulu 2 lpw - 1 ppw	A&E / Zulu 2 lpw - 1 ppw	2
<b>IsiZulu reading and writing</b> Writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a selected range of communicative purposes. Writing entails creative writing as well as reduplication. Reading and comprehension of texts which contain reasonably extensive vocabularies and a relatively large variation of language structures. Commences with the reading of fairly simple literary works. Students are also trained in the use of the dictionary. <ul style="list-style-type: none"> <li>• <i>For non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
ZUL 253	African languages	ZUL 201 ZUL 202	A&E / Zulu 2 lpw	A&E / Zulu 2 lpw	3
<b>IsiZulu speech sounds</b> The classification and features of the speech sounds of isiZulu. The nature of the sound changes and the environments in which they occur. <ul style="list-style-type: none"> <li>• <i>For mother tongue and non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
ZUL 261	African languages	ZUL 202	Zulu - 2 lpw	Zulu - 2 lpw	1
<b>The isiZulu novel</b> Reading and analysis of selected novels and novelettes in isiZulu. An overview of the features of the various subgenres within the category prose. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
ZUL 262	African	ZUL 202	Zulu - 2	Zulu - 2 lpw	2

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
	languages		lpw		
<b>The isiZulu written drama</b> Reading and analysis of selected written dramas and verse plays in isiZulu. An overview of the features of the various subgenres such as radio, TV, stage and closet dramas, radio plays and one act plays. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
ZUL 263	African languages	ZUL 202	Zulu - 2 lpw	Zulu - 2 lpw	4
<b>Verbal word categories ZUL</b> The structure, meaning and use of the verb and auxiliary verb in isiZulu. Also studied are the various modal categories, time and aspect, verbal extensions and transitivity. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 251-252 or TRL 251</i></li> </ul>					
ZUL 351	African languages	ZUL 301	A&E / Zulu 2 lpw - 1 ppw	A&E / Zulu 2 lpw - 1 ppw	1
<b>Culture in the literature ZUL</b> Cultural, social and religious practices and traditions as found in selected isiZulu texts. Includes aspects such as courtship and marriage (traditional and modern); traditional religious practices; traditional healers and healing; death and mourning; witchcraft; traditional laws; the traditional home and homestead; traditional clothing, utensils and craft; traditional music, musical instruments and songs; traditional food and drink and their preparation; cattle and cattle names; naming practices; isiZulu history, etc. <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
ZUL 352	African languages	ZUL 301	A&E / Zulu 2 lpw - 1 ppw	A&E / Zulu 2 lpw - 1 ppw	3
<b>IsiZulu grammar L2</b> Overview of the word categories; discussion of selected grammatical phenomena; grammatical analysis. The acquisition, drill and inculcation of advanced communicative skills within a larger number of social, occupational and educational situations. Awareness of the nature and function of language structures is heightened further. Attention is also paid to cultural phenomena. <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Tuks after 5 will only be presented if sufficient students enrol.</i></li> </ul>					
ZUL 353	African languages	VIZ 400	A&E / Zulu 2 lpw	A&E / Zulu 2 lpw	3
<b>IsiZulu subject didactics L2</b> Outcomes based subject didactics for L2 isiZulu grammar teachers. <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol.</i></li> </ul>					
ZUL 354	African languages	VIZ 400	A&E / Zulu 2 lpw	A&E / Zulu 2 lpw	4

Module code	Department	Old code	Lang – ppw/lpw	Tuks after 5	Q
<b>IsiZulu subject didactics L2</b> Outcomes based subject didactics for L2 isiZulu literature teachers. <ul style="list-style-type: none"> <li>• <i>Non-mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol.</i></li> </ul>					
ZUL 361	African languages	ZUL 302	Zulu - 2 lpw	Zulu - 2 lpw	1
<b>IsiZulu poetry &amp; prosody</b> Reading and analysis of the various genres of isiZulu poetry. Attention is paid to the modern praise poem, sonnets, elegies and epic verses. The study of prosody includes the study of the most important principles that underlie verse form, such as linkage, rhyme and repetition. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
ZUL 362	African languages	ZUL 302	Zulu - 2 lpw	Zulu - 2 lpw	2
<b>IsiZulu oral literature</b> Reading and study of traditional prose, drama and poetry. Includes the discussion of folklore, songs, traditional dramas, traditional praise poems, riddles, sayings and idioms. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
ZUL 363	African languages	ZUL 302	Zulu - 2 lpw	Zulu - 2 lpw	3
<b>Intensive study of grammar ZUL</b> More intensive study of the morphology, syntax and semantics of isiZulu. Semantics: meaning, the relationship between sound and meaning, the various types of meaning, e.g. conceptual meaning, associative meaning, etc.; semantic feature analysis; meaning relations such as synonymy and antonymy, polysemy and homonymy; meaning change, meaning extension and the narrowing of meaning; student language; folk taxonomies and borrowings. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented only if sufficient students enrol, otherwise replace with 1 of AFT 351-354 or TRL 351</i></li> </ul>					
ZUL 364	African languages	VIZ 400	Zulu - 2 lpw	Zulu - 2 lpw	1
<b>IsiZulu subject didactics L1</b> Outcomes based subject didactics for L1 isiZulu grammar teachers. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented from 2002 only if sufficient students enrol.</i></li> </ul>					
ZUL 365	African languages	VIZ 400	Zulu - 2 lpw	Zulu - 2 lpw	2
<b>IsiZulu subject didactics L1</b> Outcomes based subject didactics for L1 isiZulu literature teachers. <ul style="list-style-type: none"> <li>• <i>Mother tongue speakers</i></li> <li>• <i>Presented from 2002 only if sufficient students enrol.</i></li> </ul>					

## PRIZES/MEDALS IN THE FACULTY

<b>Name</b>	<b>Donor</b>	<b>Award</b>
Abe Getz Prizes for Semitic Languages	Mr A. Getz	(i) For the best achievement in Hebrew at 300 level (ii) The best honours student in Semitic Languages.
Andersen Consulting Prize	Andersen Consulting	To the honours student with the best progress in Augmentative and Alternative Communication.
A P Grové Floating Trophy	Prof Dr A P Grové	To a third year student for the best independent essay in the division Afrikaans Literature.
ATKV Prize	ATKV	(i) For the best achievement in the course Afrikaans 100 (ii) To an honours student for remarkable achievement in Afrikaans Linguistics.
ATKV Prize for Cultural History	ATKV	To the student with the best achievement in the final year of Cultural History.
CF Nieuwoudt Award	Prof CF Nieuwoudt	To the best third year student in International Politics.
Chris Heunis Trophy* for Development Administration 700 or Urbanisation Studies 700	Mr J C Heunis	For the best achievement in Development Administration 700 or Urbanisation Studies 700.
Dauids Trust Prize	Dauids Trust	To an undergraduate student for the best essay on a Dutch/Flemish theme from literature/linguistics.
Dr Hanisch Book Prize	SA Archaeological Society (Witwatersrand Branch)	For outstanding achievement in Archaeology.
Economic Society of South Africa* Founder's Prize and Medal	Economic Society of South Africa	For the best dissertation/thesis in the field of theoretical or applied economics.
Gérard Johannes Joubert Prize	Prof Dr DM Joubert	To a non-Afrikaans speaking student for outstanding achievement in Afrikaans, at undergraduate or postgraduate level.
G S Nienaber Floating Trophy	Prof. Dr G S Nienaber	To a third-year student for the best independent study on a linguistic topic in Afrikaans.
Heinemann Prize	Heinemann Publishers	For the best achievement in English 300.
Hellenic Community Prize	The Greek community of Pretoria	For the best third-year student in Greek.

<b>Name</b>	<b>Donor</b>	<b>Award</b>
Historical Association Award for History	Historical Association of SA	To a student in History for the best achievement in the three undergraduate years.
Historical Association Award for Cultural History	Historical Association of SA	To the student with the best achievement in Cultural History at honours level.
Historical Association Award for History	Historical Association of SA	To the student with the best achievement in History at honours level.
Historical Association Award for Cultural History	Historical Association of SA	To a student in Cultural History for the best achievement in the three undergraduate years.
H J van der Bijl Award for English	Mr and Mrs N Marsch	For the best achievement in English at honours level.
Human and Rousseau Prize	Human and Rousseau Publishers	To a third-year student for the best independent essay on a literary topic.
Infotuks Prize for Information Science	Infotuks, the student body of the Dept of Information Science	To the best first-year student in Information Science.
Infotuks Prize for Library Science	Infotuks, the student body of the Dept of Information Science	To the best first-year student in Library Science.
Infoplan Prize	Denel Infoplan	For the best achievement in Information Science at undergraduate level.
J L van Schaik Prize for Afrikaans Literature	J L van Schaik Publishers	To the best third-year student in Afrikaans Literature.
J L van Schaik Prize for Afrikaans Linguistics	J L van Schaik Publishers	To the best third-year student in Afrikaans Linguistics.
J L van Schaik Prize for English	J L van Schaik Publishers	For the best achievement in English 101.
J L van Schaik Prize for History	J L van Schaik Publishers	1. For the best achievement in History at third-year level. 2. For the best achievement in History at honours level.
J L van Schaik Prize for isiNdebele	J L van Schaik Publishers	To the best third-year student in isiNdebele (Mother tongue)
J L van Schaik Prize for isiZulu	J L van Schaik Publishers	To the best third-year student in isiZulu (Mother Tongue)
J L van Schaik Prize for Public Administration*	J L van Schaik Publishers	For the best achievement in Public Administration 300.
J L van Schaik Prize for isiZulu	J L van Schaik Publishers	To the best third-year student in isiZulu (Foreign Tongue)

<b>Name</b>	<b>Donor</b>	<b>Award</b>
J L van Schaik Prize for Sepedi	J L van Schaik Publishers	To the best third-year student in Sepedi (mother tongue).
J L van Schaik Prize for Sepedi	J L van Schaik Publishers	To the best third-year student in Sepedi (foreign tongue).
J L van Schaik Prize for Setswana	J L van Schaik Publishers	To the best third-year student in Setswana (mother tongue).
J L van Schaik Prize for Setswana	J L van Schaik Publishers	To the best third-year student in Setswana (foreign tongue).
Juta Book Prize	Juta and Co Ltd, Pretoria	For excellent achievement in Linguistics.
Juta Book Prize	Juta and Co Ltd, Pretoria	For sustained achievement in Linguistics.
Kagiso Literary Prize	Kagiso Publishers	For the best achievement in Afrikaans Literature at honours level.
Juta Book Prize for Public Administration	Juta and Co Ltd, Pretoria	For the best achievement in Personnel Management 700 at honours level.
Lecturers' Prize for Geography	Lecturers of the Department of Geography	To the third-year student with the highest average percentage throughout the three years of study in Geography.
Lina Spies Floating Trophy	Prof Dr Lina Spies	To a second-year student for the best independent essay on a topic from Afrikaans poetry or for the best creative contribution.
Ludwig Binge Medal of Honour	Mrs F Binge	To a third-year student who passes with distinction in the theory and practice of acting.
Marius Jooste Prize	Perskor Publishers	To a master's student specializing in Afrikaans for an outstanding achievement.
Maskew Miller Longman Award for English	Maskew Miller Longman	For the best achievement in English 200.
Mayer Johnson Outstanding AAC(Hons) Student Award	Mayer Johnson Co from the USA	For the best achievement in Augmentative and Alternative Communication.
Netherlands Embassy Book Prize	Ambassade van het Koninkrijk der Nederlanden	For the best achievement in the division Dutch Linguistics and Literature.
Otheus Prize	Otheus CC	For the best project promoting the use of technology by a final-year student in the Department of Communication Pathology
P C Coetzee Award for Advanced Research in Library and Information Science	Students of Prof P C Coetzee	For outstanding achievement in advanced research as embodied in dissertations, theses and research reports.
Perskor Book Prize	Perskor Publishers	To an undergraduate student for particular commitment to and progress in Afrikaans.

<b>Name</b>	<b>Donor</b>	<b>Award</b>
Philip Milstein Prize	Mr P A Milstein	To the student with English as a second language at school who showed the best progress in the subject.
Pierre de V. Pienaar Prize for Communication Pathology	The South African Logopedic and Audiology Society	To a final year BCommunication Pathology student for the highest average percentage, with a minimum of 70% throughout the four-year study period (without failing any subjects in the last three years of study).
Politika Award	Third year students of 1983	To the best third-year student in Political Science.
Prof. Fanie Strydom Floating Trophy	Prof F Strydom	For the best achievement by a first-year student in Afrikaans and Dutch Literature.
Rapport Bursary	Rapport Publishers	To the second year student with the best achievement in Afrikaans.
Saambou Prize for Geography	Saambou Bank	For the best achievement in Geography at Honours level – minimum 70%.
SAILIS prize (Northern Transvaal)	The South African Institute for Librarianship and Information Science (N-Tvi branch)	To the best BLibrary Science student.
SAMA Gauteng Prize for Museology	Gauteng Regional Branch of the South African Museum Association	To the student with the best achievement in his studies for the: Postgraduate Diploma in Heritage and Museum Studies Honours degree specializing in Heritage and Museum Studies Master's degree specializing in Museology.
Sanlam Achievement Prize for Public Administration*	Sanlam	For the best achievement in Public Administration at honours level.
SASCH Northern Regional Prize for Cultural History	Northern Regional Branch of the South African Society for Cultural History	To the honours student with the best achievement in Cultural History.
Susan van Niekerk Award of the Pretoria Child and Family Care Society	Pretoria Child and Family Care Society	To the student with the best achievement in Social Work.
Tafelberg Publishers Prize	Tafelberg Publishers	For the best honours student in the Department of Afrikaans.
Willem and Ria Louw Merit Award for Cultural History	Mr Willem and Mrs Ria Louw	To the student with the best progress in Cultural History.
RSC Medal of Honour*	Representative Student Council	To the student who rendered the best service to the student community.

Humanities I

<b>Name</b>	<b>Donor</b>	<b>Award</b>
Xcel Prize	Xcel Engineering & Management (Pty) Ltd	For the best achievement in Information Science at honours level.

\* Not limited to the Faculty

*The Afrikaans text of this publication is the official version and will be given precedence in the interpretation of the content.*