S217 Introduction and Guide

This item contains selected online content. It is for use alongside, not as a replacement for the module website, which is the primary study format and contains activities and resources that cannot be replicated in the printed versions.

Contents

1 Introduction

READ THIS FIRST!

Welcome to S217 *Physics: from classical to quantum*. The purpose of this document is to summarise what the module is about, to outline its overall structure, to point out some of the relationships between the various module components, and to act as a source of information for reference during your studies. This section provides the information you will need before getting started on S217.

What the module is about: In S217 you will learn about the core concepts of physics from the classical physics of Newton and Maxwell through to the ideas of quantum physics developed in the 20th century. It is important to realise though, that the most important aspect of this module is *doing* physics, not reading about physics. For this reason, what the module is really about is the various exercises and worked examples throughout the Units, and the quiz questions and assignment questions. It cannot be stressed too much, that tackling as many of the exercises and questions as you can is the key to success on this module. If you find yourself short of time, it is far better to do all the exercises than to read all the text.

1.1 The components of S217

a. The module is presented in **25 study Units**. Please note that, for technical reasons, the *Maths Revision Unit* is listed as Unit 99. Most Units should be completed within a single week, but the lengths (and study times) vary, so you may spend somewhat longer than a week on some Units, and somewhat less than a week on others. The *Study planner* suggests a week-by-week study pattern, but notice that there are consolidation weeks built in, as well as breaks for Christmas and Easter.

   The Units contain not only text, equations and images (such as you might find in a printed book), but also audio tracks, short video clips, interactive and animated diagrams, and other interactive activities. Some of the answers to worked examples are also presented as screencasts.

   In addition to the online versions of the study Units, offline versions (printed books and PDF and ePub3 formats) are also available. **However, some of the core interactive content will not be present in these formats.**

b. The **Unit summaries** are printable summaries of the key knowledge and information from each Unit. Each is typically 3 or 4 pages long and contains all of the essential information and equations from each Unit. They will be ideal sources of information for revision and for checking that you have grasped the essential information at the end of each week's study. You are also advised to make use of the **S217 equation booklet** throughout the module, as this will help you to identify the important equations that you may need to use in the final examination. There is no need to learn these equations, but you should be able to use them.

c. The **assignments** are a key part of the teaching process as well as a means of assessment. There are six TMAs – five of these are 'formative' and your overall mark must be at least 40% across these assignments to qualify for a grade; the sixth one (in fact TMA04 covering Units 11, 12 & 13) is 'summative' which means that it counts to your overall exam score. All the cut-off dates are listed in the Study planner. Note

that late submission of a TMA requires prior agreement; consult the Assessment Handbook for details.

d. As well as the TMAs we have also included seven on-line **quizzes**. These contain a range of interactive questions (mostly with multiple variants). You should attempt these questions as you work through the study Units, as indicated in the *Study planner*. To give you an incentive to do so, each TMA includes a question asking you to reflect on your performance in the quiz that you should have recently completed.

e. For S217, students are divided into tutor groups of around 20 students, each of which has its own named tutor. The tutor groups are then arranged into clusters of about 8 groups for the delivery of tutorials. The **tutorials** will be delivered on-line and each cluster of tutor groups will share a very *similar* programme of tutorials. So the tutorials you receive will all be delivered by the tutors in your cluster. Tutorials are an important tool for learning in addition to interacting with tutors and other students, so we strongly advise that you attend. Your own group tutor is the first person to contact if you have any academic questions about S217. You may also be able to get answers to questions via the S217 **forums**, where you can discuss physics with your fellow students.

f. The **Maths Revision Unit** (which you should work through in week 1 of the module) summarises all the mathematical techniques that appear in the module, together with some questions and examples that will help you to apply those ideas in a physical context. The first part of this Unit contains exercises on a range of topics. If you are able to tackle these without difficulties, you should proceed to the first full Unit of the module (Unit 1 *Motion along a line*). If you experience difficulties with the exercises in the *Maths Revision Unit*, you are advised to follow the links that appear in each section to revise the concepts involved. You can either go back to looking at the Level 1 maths module you have completed, where the concepts are introduced at a basic level, or look at the summary sections in this Unit, where a brief overview of rules and concepts can be found. Once you have revised the techniques and ideas involved in the exercises, follow the link back to the page where you can attempt them again.

g. The **Glossary** contains concise definitions of all the key scientific concepts introduced in the module. Each Unit has its own *Glossary* section at the end, but there is also a combined (printable) *Glossary* that includes references to the relevant Units. If you are unsure of a particular concept, try looking it up in the *Glossary* and tracing through all the cross-references that you find there.

h. There is also a set of **short questions for extra practice** which are provided as a revision aid. These 500 short questions are entirely optional but you may use them as part of your revision for the exam.

i. The **final examination** assesses the whole module, *apart from Units 11, 12 & 13 that are assessed in the summative TMA04*. Your final grade will be determined by your exam mark (75%) plus your mark on TMA04 (25%), provided that your engagement with the continuous assessment has met the threshold standard. The paper consists of two parts. Part 1 carries 40% of the marks, and contains compulsory short questions, each typically based around a single concept and/or calculation. Part 2 is worth 60% and requires you to answer a choice of problem-type questions.

   You will complete the S217 examination remotely, in a place of your own choosing, so you will be able to access all your module materials. However, the exam is time-limited (3 hours plus 1.5 hours for uploading your answers, unless you are eligible for extra time) so there is insufficient time for detailed searches of the module (or other) resources. Revision and exam technique guidance will be provided nearer the time. The examination questions will be based on core material for each Unit, as

presented in the printable Unit summary documents, using equations which are listed in the S217 *Equations booklet*.

A *Specimen Examination Paper* (together with answers), with the same structure as the final examination, will be made available to you to show you broadly what to expect. In addition, a further *Practice Examination Paper*, also with the same structure, will be made available to you a couple of months before the examination. This is designed to give you an opportunity to practise completing a paper in timed conditions as well as with the technicalities of uploading your completed work.

2 Module assessment and learning outcomes

This section contains information you may need during S217 and when revising.

2.1 Continuous assessment

There are seven on-line quizzes containing interactive questions, with the following coverage

On-line quiz coverage.

Quiz 1	covers Units 1, 2, 3
Quiz 2	covers Units 4, 5, 6
Quiz 3	covers Units 7, 8, 9
Quiz 4	covers Units 10, 11, 12, 13
Quiz 5	covers Units 14, 15, 16, 17
Quiz 6	covers Units 18, 19, 20, 21
Quiz 7	covers Units 22, 23, 24, 25

These are provided for your own practice and you are strongly encouraged to attempt them as many times as you can. Each question has multiple variants and you will see up to three different versions on different attempts. Please tackle the questions as you work through the study Units. You may attempt each of them as many times as you wish.

There are five formative TMAs, with the following coverage and weighting towards the overall continuous assessment score (OCAS). Each TMA also includes a question asking you to reflect on your performance in the recently completed on-line quiz.

Formative TMAs.

TMA01	covers Units 1, 2, 3, 4 + Quiz 1	weight 20% of OCAS
TMA02	covers Units 5, 6, 7 + Quiz 2	weight 15% of OCAS
TMA03	covers Units 8, 9, 10 + Quiz 3	weight 15% of OCAS

TMA05	covers Units 14 ,15, 16, 17, 18 + Quiz 5	weight 25% of OCAS
TMA06	covers Units 19, 20, 21, 22, 23 + Quiz 6	weight 25% of OCAS

You must achieve the overall threshold of 40% across these five TMAs in order to qualify for a grade based on your overall exam score.

2.2 Summative assessment

The overall exam score (OES) has two components. The first is based on your performance on TMA04 and the second component is an examination (30% threshold is applied to the exam):

Overall exam score.

TMA04	covers Units 11, 12, 13 + Quiz 4	worth 25% of OES
Exam	covers Units 1–10 & 14–25	worth 75% of OES

The examination paper will be similar in style and level to the Specimen Examination Paper.

Performance on all Open University assignments and examinations will be recorded and reported back to you using the standard University Scale.

Information about the determination of results, resits/resubmissions, absence from the examination, and other matters that may affect your studies is given in the *Assessment Handbook* which will be available to you from the start of your studies. You will be able to access this from StudentHome.

2.3 Aims and learning outcomes

The main aims of S217 are:

i. To provide a broad and stimulating introduction to physics, covering all the main ideas from classical physics to quantum physics, which are set in their historical context and illustrated with many real-world examples and applications.
ii. To develop the skills necessary for the efficient learning of physics at Level 2.
iii. To continue the development of skills appropriate to independent learning.

There are also a number of general learning outcomes for the module relating to *Knowledge and Understanding, Cognitive Skills, Key Skills* and *Practical or Professional Skills* that are listed below. The module assessment (the TMAs and the exam) are designed to assess your progress towards achieving these learning outcomes.

Knowledge and Understanding

After completing S217, you should be able to demonstrate an understanding of:

1. The various forms of linear and circular motion that occur in the physical world, their description and prediction. The concepts and quantities relevant to this, e.g. velocity, force, momentum, torque, etc. and their interrelationships.

2. The fundamentals of electrostatics, gravitation, electricity and magnetism, including the concepts of field, potential and potential energy and their interrelationships.
3. The basic principles of special relativity.
4. Waves, particularly sound, light and electromagnetic waves, optical instruments and the processes of reflection, refraction, diffraction and interference.
5. The basic ideas about the phases of matter, heat, thermodynamics, entropy and statistical physics.
6. Quantum mechanics, including Schrödinger's equation and its solution for very simple potentials. How quantum mechanics is applied to the hydrogen atom and heavy atoms and their spectra and the interpretation of quantum mechanics.
7. Quantum physics of matter, including the nature of Fermi and Bose gases, solids, nuclei and elementary particles.

Cognitive Skills

After completing S217, you should be able to demonstrate an ability to:

1. Apply suitable problem-solving techniques, including mathematical and diagrammatical methods.
2. Understand and use scientific concepts and to apply those concepts in relevant situations.
3. Explain abstract and/or counterintuitive physical concepts.
4. Absorb and present information in a variety of forms, e.g. text, numerical, graphical, diagrammatic or as a computer simulation.
5. Apply physical principles and models to different areas of physics.
6. Analyse and overcome prejudices and misconceptions about the physical world especially with regard to the nature of motion.

Key Skills

After completing S217, you should be able to demonstrate an ability to:

1. Use text, equations, diagrams and numerical data to communicate physical concepts.
2. Apply relevant mathematical techniques, including simple calculus, vectors, algebra, in order to understand physical models, and to solve problems.
3. Use digital tools and resources to find, critically evaluate, manage and communicate information on physics concepts.

Practical and/or Professional Skills

After completing S217, you should be able to demonstrate an ability to:

1. Use time management and organisational skills to effectively plan and complete your study and meet deadlines.
2. Reflect on past performance as a means of improving your own learning and future performance.

3 General advice about assignments

This section provides some general guidance on how to approach the Tutor-marked assignments (TMAs) in S217. You should read this advice *before* you start the assignments. You may also find it useful to look at the study resources at: http://www2.open.ac.uk/students/help/

3.1 When and how to start work on a TMA

For each question in the TMAs, we indicate which Unit(s) we are assessing, and you will probably find it useful to read through the assignment questions *before* you begin detailed study of the relevant part of the module.

Try to avoid leaving your assignments until just before the cut-off date. It is far better to organise your time so that you make a first attempt at assignment questions when you have completed working through the relevant Unit of the module and when the material is fresh in your mind. Even if you don't have time to answer a question properly, you will find it useful to make some notes relating to the question immediately after studying the relevant material. You can then complete your answers later on.

As well as their role in assessing your progress through the module, all questions have various other goals – to help you to reinforce your understanding of concepts, practise certain skills, or make links between the different sections of a Unit, or even between Units.

3.2 Answering the questions

- Tutors will always tell you that more marks are lost in assignments by students failing to answer the question in the way that is asked than for any other reason. Questions are carefully worded to elicit specific answers. You should not regard them as an opportunity to write everything you know about a topic.
- Read the whole question very carefully before starting to answer any part and make sure that you understand what is being asked for. If you are uncertain, you can always discuss the wording with other students or with your tutor.
- Check the meanings of any words that you are uncertain about by using the *Glossary* or a dictionary.
- Pay particular attention to any words that have been *italicised* for emphasis.
- Follow the instructions. If asked for a diagram or table you will lose marks if you do not include one. If asked for *four* reasons you will lose marks by giving three, and waste your effort by giving five.
- Take careful note of words like 'describe', 'explain', 'list', 'sketch' and 'briefly'. They are used for good reasons. When you come across such terms, stop and think through what they mean in practice as you work on your TMA.
- To decide how much detail you should include in an answer, look at the number of marks allocated. A short answer will obviously have fewer marks allocated than a detailed description or complex calculation.
- Attempt all parts of a question and make sure that your answers are clearly marked with the question number and the part.
- Before sending a TMA off to your tutor for marking, always read through your answers carefully and check them against the question to make sure that you have not missed anything.

3.3 Presenting answers to calculations

It is important that you present sufficient detail in your answers to calculations, so that your tutor can assess whether you properly understand how to obtain the correct answer, or alternatively your tutor can identify the source of any errors and explain where you went wrong. *Usually more marks will be awarded for the steps in a calculation than for the final answer*. Showing all the steps in your working will help you, too. It will keep your thinking clear as you do the question and will make your answer easier to check when you have finished.

It is worth bearing in mind the following guidelines whenever you present the answer to a calculation.

- Set out your answer clearly with words of explanation as appropriate.
- Write down any equations you are using, and define the terms that you use in the equations.
- Write down the numerical values (with units) of the known quantities in the equation.
- You may need to rearrange an equation so that the unknown quantity is on one side of the equals sign and the known quantities on the other.
- Put the numerical values into the equation to obtain the value of the quantity you are calculating.
- Remember to write down all steps in the calculation.
- Write down the answer with the correct SI unit and scientific notation with an appropriate number of significant figures.

One of the difficulties that you may have when tackling problems in assignment questions is deciding which equations are relevant. In this module it is not essential for you to *remember* the equations, because you can refer to the *Equations Booklet*, which is provided in the examination. In **all** exam questions you are expected to begin your calculations with an equation from the *Equations Booklet* (unless you are directed otherwise). In TMA questions, you should start from an equation in the *Equations Booklet* if possible. If there is no appropriate equation in the *Equations Booklet*, you may start from an equation in one of the Units.

There are a number of things that you can do to make it easier to select the appropriate equations from the *Equations Booklet*:

- Make sure that you know the meanings of all of the symbols in these equations. Noting down these meanings alongside the equations will help you to recall them. Note that you are *not* permitted to take this annotated booklet into the exam.
- When solving a problem, note down in words the quantities that you are given and those that you are asked to calculate, and write the conventional symbol for each alongside. Then look through your list of equations for those that involve the symbols that you have written down. Sometimes this will lead you directly to the one equation that you need. On other occasions you will find several equations that are relevant and that need to be combined. Remember that you need to know what situations the equations describe in order to be able to apply them properly.

3.4 Writing explanations and descriptions

We generally give some guidance on what length of answer is appropriate. For short written answers, the advice is usually given in terms of the number of sentences or words. For longer answers, we indicate the appropriate number of words. If the question states, for example, ‘about 100 words’, you should use the number of words as a *guide* to the

amount of information and type of answer required. Where a word count is indicated in a question, you should state the number of words you have used at the end of your answer. This is not necessary for shorter answers where the length is given in the question in terms of the number of sentences. Equations, diagrams and tables, where required, do not count towards your word count.

For many written answers, marks will be awarded for your communication skills. In particular your tutor will look for evidence that your account has *coherence*, your writing demonstrates *clarity*, your account is written *concisely*, and that any diagrams, tables or graphs included in your account are properly labelled and referred to in your text. It is important to keep these points in mind as you write your answer as you will lose marks if you fail to demonstrate good communications skills.

Any diagrams should be *your own work*: you may *base* your diagram on a figure from the module materials but it is unlikely to be suitable without modification.

3.5 Planning a written answer

When tackling a TMA question that requires you to produce a piece of scientific writing:

- *Read the question carefully* to make sure that you are clear about what you are being asked to do.
- *Look back over all the relevant module material* and *make very brief notes* of any concepts, examples, etc. that you might include in your answer. Don't forget to make a note of *where* you found each item of information as you might need to go back later to check on details.
- *Make a rough plan of your piece of writing*. This should indicate *what* information you are likely to include, the *order* in which you intend to present the information, and the *point* that you intend to make with it. There is no need to submit your plan with your answer.
- *Produce a first full draft* of the actual piece of writing. Finally, it is worth organising your work schedule so that you can put your first draft aside for a few days before you produce the final version. Possible improvements will be far more obvious when you read the draft again with a fresh eye.

3.6 General presentation of assignments

You are expected to submit all your TMAs electronically, using the on-line eTMA system. When word-processing your answers you should bear the following points in mind.

- It is important that any numbers and units you use in calculations are set out *correctly*, as in the module materials. You should use correct scientific notation; subscripts, superscripts and symbols should be put in by hand if they cannot be printed correctly.
- Be particularly careful with the way you set out calculations. When you word-process the main text of an assignment, you may find it simpler to leave a gap so that you can write in equations by hand.

3.7 Sending in your TMA

Using the on-line eTMA system, you can submit a word-processed document, or a scanned version of a handwritten one; *advice on how to produce an eTMA is provided on*

the module website. Information about how to use the eTMA system can be found at the following link:

http://www2.open.ac.uk/ students/ help/ assessment

as well as in the *Computing Guide*:

http://learn1.open.ac.uk/ course/ view.php?name=COMPUTING-GUIDE

If, for any reason, you are unable to complete your assignment on time, you *must* contact your tutor *before* the cut-off date to discuss possible options. Under exceptional circumstances your tutor may allow an extension but you should not expect this to be longer than seven days. The procedure for late submission of assignments is given in your *Assessment Handbook.* You should not normally expect to receive more than one extension.

Additional information can be found under 'Submitting TMAs' in the on-line *Assessment Handbook*.

3.8 What to do when your marked TMA is returned

Your tutor will assess your work according to a set of guidelines provided by the Module Team and will give constructive comments on your answers. When you get your TMA back, it is worth spending some time studying these comments carefully.

All these comments are made specifically for your benefit; they should provide valuable feedback on your work, and you can use this feedback to improve what you do in the next TMA. So before you file your TMA away, it is important that you read carefully through *all* the comments and think about the implications that the advice has for your next TMA. You will find it useful to review these comments when you come to do your next TMA.

3.9 Plagiarism and cheating

You should be sure that you are aware of, and abide by, the University's rules on plagiarism as set out under *Plagiarism* in https://help.open.ac.uk/documents/policies/plagiarism (you will have to scroll down a bit to see the relevant section). If you submit an assignment that contains work that is not your own, without indicating this to the marker (acknowledging your sources), you are committing plagiarism.

Submitting work that has been done by someone else and persistent use of other people's work without citation are obvious instances of plagiarism and are regarded as cheating. Paying for work from other sources and submitting it as your own is also cheating. It is intellectually dishonest to cheat and thus give one student an unfair advantage over others. If a case of plagiarism is proven, this is a serious offence and the Open University disciplinary procedures will be followed.

4 General advice for the exam

This section provides some general guidance on revision and the exam itself. You should read this advice before you start to revise at the end of the Module.

4.1 Revision

There are several resources that you may use to aid your revision in the run-up to the end of module exam. These include:

- The **Specimen Examination** paper and **Specimen Examination Solutions** – this will show you what the structure of the real exam will be like, and what level and length of questions to expect in the two parts of the exam. Remember that Part 1 is worth 40% of the exam score and contains a number of short questions; you should attempt all of them. Part 2 is worth 60% of the exam score and contains longer questions from which you should choose the specified number. Remember also that the exam covers material from Units 1 – 10 and Units 14 – 25 only.
- The **Equations Booklet** – this contains all the key equations from the Module, as well as a list of physical constants. You don't need to learn the equations and physical constants should make sure you are familiar with the layout of the booklet and know what each of the equations represents.
- The **Unit summaries** - these contain concise summaries of the key subject knowledge from each of the Units. By and large, the questions in the exam may be answered on the basis of the content of these summaries.
- The set of **Short Questions for Extra Practice** – this is a set of 500 short questions covering all 25 Units. You may make use of these for revision and practice, and discuss your answers with other students on the forums.
- Try to attend the **Revision Tutorials** provided by tutors and also the module-team and School-wide sessions on **preparing for the exam**. Details of these will be advertised nearer the time of the S217 exam.

4.2 The exam itself

Here are some general exam tips and advice, from the viewpoint of many years of marking OU exam papers.

1. **Read the questions carefully**. This is an obvious point, but it is surprising how often students are caught out by not following this basic advice. If you don't read the question carefully, you run the risk of answering what you think the question is asking for rather than what it actually is asking for. Also, on parts of the paper where you have a choice of the questions you answer, make sure you know what each is asking for before you decide which ones to tackle.
2. **Divide your time appropriately between questions**. Make sure you know how many marks each question or part of the paper is worth, and divide your time appropriately. Don't waste a lot of time on a part of the paper which is worth a very few marks, when you could be spending that time better on questions which are worth more.
3. **Answer the appropriate number of questions**. In parts of the paper that require you to make a choice between which questions you answer, make sure that you answer as many as you are required to. If you answer too few, you are throwing away marks; if you answer too many you are wasting your time, as you will only be credited with marks from the number of questions that are required.
4. **Write something for every question you have to**. It is always best to have a guess, even if you have no idea of the actual answer. It is often relatively easy to score the first few marks in a question – even if this is simply identifying the correct equation to use in a calculation, you will usually be given credit for identifying it. Therefore, you should always write something in answer to a question. A blank piece of paper will score no marks, but a few well-chosen words or equations may well get you a few crucial marks.
5. **Set out your answers clearly**. The examiner can only give you credit for your answers if they can read what you've written. To this end, write as legibly as you can,

and set your answers out clearly. However, experience has taught that, unless this is not possible as a result of additional requirements (in which case you probably have extra time for the exam) or are an experienced user of, for example, LaTeX or Word Equation Editor, attempting to type your answers to the examination can both slow you down considerably and result in missing steps in your working. Most students are best advised to handwrite their answers and hand-sketch any diagrams and graphs that are needed. You may choose to do this on a tablet or on paper and then photograph or scan your answers. Any of these options are acceptable.

6. **Be careful how you cross things out**. If you don't want a marker to mark an answer or part of an answer, cross this out with one or two single lines, so that it is clear that it is crossed out while also being possible to read what you originally wrote. This means that when your script is marked it will, for example, be clear which three Part 2 questions you want marked (otherwise the first three encountered in your submitted file will be marked) but if correct working has been crossed out, the marker may be able to give some credit for it. *Do not* cross out in such a way that the text is impossible to read and *do not* delete whole answers electronically unless you are absolutely certain that they are wrong.
7. **Quote equations and define symbols**. Often a question will involve a calculation whose starting point is an equation from the Equations booklet. Make sure you quote the relevant equations from the list as necessary, and state what each symbol represents in the context of the question being answered, if there is any chance of ambiguity. (You don't have to explain standard constants like G, h or c, etc, nor are you expected, for instance, to state that t is a time, but you should explain, say, "... where t is the time for the swimmer to travel from the top of her trajectory to the instant she enters the water.", otherwise your answer may be ambiguous.)
8. **Check for sensible answers**. In calculation questions it is always worth pausing to stop and think whether the numerical answer you have arrived at is plausible or sensible. Simple mistakes involving powers of ten or reciprocals can often be spotted by a quick check of this kind.
9. **Check units**. In calculation questions, try to get into the habit of propagating the units through the various stages of a calculation. In this way you can easily check whether the unit of the final answer makes sense. If it does not, then it is likely that you've made a slip somewhere along the way and you may be able to track this down.
10. **Don't panic!** Finally, don't panic. The people setting and marking the exam paper are trying hard to allow you to pass the exam. Questions will not be designed to trick you. Examiners will go out of their way to give you the benefit of the doubt when marking your answers. The exam is your chance to show what you have learned during your course of study, not what you haven't!

5 Further information

If you are interested in studying further physics modules, a useful starting point is the Physics, Astronomy and Planetary Science subject site (link: https://learn2.open.ac.uk/course/view.php?id=207079). If you require specific advice on modules or their prerequisites, post to a forum on the subject site or contact your Student Support Team.

S217 is a self-contained module, designed to be studied without reference to other textbooks. Nevertheless, you may occasionally find it useful to consult a book in order to have an alternative viewpoint. On the website, there is a list of books which you might find useful.

6 What to do next

1. Look at the *Study planner* and think about how your studies will fit in with other commitments. Check the planner to see what reading and activities you should be doing in the first few weeks and note the date that the first assignment is due.
2. Familiarise yourself with study materials.
3. Begin your study of the module materials by working through the initial sections of the *Maths Revision Unit*, which may be accessed from 'week 1' of the *Study planner*.

7 Contacts

7.1 General points of contact

This *S217 Introduction and Guide* and your StudentHome page are valuable reference sources, which should contain answers to most of the general queries you might have about studying with the Open University and who to contact.

7.2 Feedback to the S217 Module Team

We welcome your comments about S217, whether positive or negative. In particular, although we have a fairly robust system of checking and quality assurance for the module materials, some errors may slip through. So if you notice any mistakes in S217 which are not mentioned in the errata here, and which you think need correcting, please contact your tutor, who will pass the details on to the Module Team.

8 The S217 Module Team

The current Module Team for S217 are:

Sally Jordan (Module Team Chair)

Alan Cayless

Sam Eden

Jonathan Nylk

Suzanne Simmons (Curriculum Manager)

Tracey Woodcraft (Curriculum Assistant)

The Module Team who produced S217 are:

Jimena Gorfinkiel (Co-chair, Academic Editor & Author)

Andrew Norton (Co-chair, Academic Editor & Author)

Jim Hague (Academic Editor & Author)

Silvia Bergamini, Pam Budd, Alan Cayless, Carole Haswell (Authors)

Michael Watkins (Curriculum Manager)

Tracey Woodcraft (Curriculum Assistant)

David Sands, University of Hull (External Assessor)

Peter Twomey (Learning Media Developer)

Tara Hawes (Media Project Manager)

Chris Hough, Will Rawes, Matthew Holley (Media Developers)

Greg Black (Specialist Team Manager)

Yvette Howley (Licensing and Acquisitions Assistant)

Owen Horn (LTS Producer)

Holly Tighe (Sound and Vision Assistant)

Amanda Closier (Learning and Teaching Librarian)

Fiona Williams, Esther Loeliger, Kate Blackham (Consultants)

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1.1