# H6AFS: Academic Foundations and Scholarship

| Module Code: | H6AFS |
|---|---|
| Long Title | Academic Foundations and Scholarship APPROVED |
| Title | Academic Foundations and Scholarship |
| Module Level: | LEVEL 6 |
| EQF Level: | 5 |
| EHEA Level: | Short Cycle |
| Credits: | 10 |
| Module Coordinator: | Meera Oke |
| Module Author: | Stephanie Roe |
| Departments: | NCI Learning & Teaching |
| Specifications of the qualifications and experience required of staff | |

| Learning Outcomes | |
|---|---|
| *On successful completion of this module the learner will be able to:* | |
| **#** | **Learning Outcome Description** |
| LO1 | Explain, apply and reflect on the value of setting personal learning goals. |
| LO2 | Recognise the key components of effective arguments and counterarguments. |
| LO3 | Demonstrate effective information management skills and the ability to identify, select, evaluate and analyse information from a number of sources, including the library and online resources. |
| LO4 | Demonstrate the ability to plan, draft and revise a written assignment using a variety of academic writing strategies. |

| Dependencies |
|---|
| *Module Recommendations* |
| No recommendations listed |
| *Co-requisite Modules* |
| No Co-requisite modules listed |

| *Entry requirements* | |
|---|---|

# H6AFS: Academic Foundations and Scholarship

## Module Content & Assessment

### Indicative Content

**Goal setting**
Introduction to what is a learning goal, how to recognise what we want, how to set goals and plan for goal achievement.

**Self-assessment**
Core skills to identify and monitor in learning and teaching contexts, how to monitor performance of academic tasks, how to manage moving from one task to the next, understanding the concept of failure.

**Key components of an effective argument**
Discussion and analysis of the key components of an effective argument, e.g. definition, reasoning, assumptions, premises, evidence, examples, authoritative testimony, satire, irony and sarcasm.

**Effective and convincing arguments on a variety of subjects**
Learners will next work individually and in groups to develop their skills in argument and critique, progressing from short arguments to interactive debates. Peer- and supervisor-feedback will be provided throughout.

**The Writing Process**
Final stage of module will consider the process and approaches to writing - Planning strategies (outlining, mind-mapping) - Drafting strategies (freewriting, writing to a prompt, generative writing) Structuring a paragraph - Developing appropriate vocabulary for academic writing – Using evidence from a range of academic sources – creation of a bibliography - - Editing strategies - Revision strategies.

| Assessment Breakdown | % |
| --- | --- |
| Coursework | 100.00% |

**Assessments**

## Full Time

### Coursework

| | | | |
| --- | --- | --- | --- |
| **Assessment Type:** | Written Report | **% of total:** | 20 |
| **Assessment Date:** | n/a | **Outcome addressed:** | 1,3,4 |
| **Non-Marked:** | No | | |
| **Assessment Description:** SMART Plan | | | |

| | | | |
| --- | --- | --- | --- |
| **Assessment Type:** | Project | **% of total:** | 80 |
| **Assessment Date:** | n/a | **Outcome addressed:** | 1,2,3,4 |
| **Non-Marked:** | No | | |
| **Assessment Description:** Academic Portfolio and Presentation | | | |

No End of Module Assessment

No Workplace Assessment

### Reassessment Requirement

**Coursework Only**
*This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.*

**Reassessment Description**
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

# H6AFS: Academic Foundations and Scholarship

| Module Workload | | | | |
|---|---|---|---|---|
| **Module Target Workload Hours 0 Hours** | | | | |
| **Workload: Full Time** | | | | |
| *Workload Type* | *Workload Description* | *Hours* | *Frequency* | *Average Weekly Learner Workload* |
| Lecture | Lecture | 36 | Per Semester | 3.00 |
| Independent Learning | Independent Learning | 178 | Per Semester | 14.83 |
| Workbased learning | Workbased Learning | 36 | Per Semester | 3.00 |
| | | | Total Weekly Contact Hours | 6.00 |

**Module Target Workload Hours 0 Hours**

**Workload: Full Time**

| *Workload Type* | *Workload Description* | *Hours* | *Frequency* | *Average Weekly Learner Workload* |
|---|---|---|---|---|

## Module Resources

### Recommended Book Resources

Cottrell, S. (2017), Critical Thinking Skills: Effective Analysis, Argument and Reflection, Macmillan.

Inch, E.S. and Tudor, K.H. (2015), Critical Thinking and Communication: the use of reason in argument, 7th ed. Pearson Education, Harlow.

Swatridge, C. (2014), The Oxford Guide to Effective Argument and Critical Thinking, Oxford University Press, Oxford.

Paul, R & Elder, L. (2013), Critical Thinking: Tools for Taking Charge of Your Learning and Your Life, 2nd ed. Pearson Education Inc, NJ.

### Supplementary Book Resources

Oakes, S and Griffin, M. (2018), The Student Mindset: A 30-item toolkit for anyone learning anything, Crown House Publishing.

Murray, R. (2015), Writing in Social Spaces: a social processes approach to academic writing, Routledge, London.

*This module does not have any article/paper resources*

### Other Resources

[Website], TED Talks,
http://www.ted.com

[Website], Language and Learning Online, Monash University,
http://www.monash.edu.au/lls/llonline/

[Website], Purdue Online Writing Lab,
https://owl.english.purdue.edu/

[Website], Using English for Academic Purposes,
http://www.uefap.com/

[Website], Write For Ten,
http://www.writeforten.com

**Discussion Note:**