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	

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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.

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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: