**Academic Skills**

**Course code**: 101341102

## **Course name**:Academic Skills

**Lecture Hours**:48

**Laboratory Hours:**

**Credits:3**

**Term(If necessary)**:Spring Term of First Year

**Prerequisite(s**):

**Summary module description:**  
The module aims to help students develop their study skills, especially in the areas of critical thinking, academic writing and research design, in order to be successful as undergraduates.

**Aims:**  
The module aims to help students develop their study skills in order to be successful as undergraduates.

**Assessable learning outcomes:**  
By the end of the module, it is expected that students will be able to:

* produce written work which is well-organised, relevant and makes use of appropriate terminology and academic style.
* demonstrate good academic writing skills
* prepare and deliver an oral presentation
* identify problems, apply their knowledge and skills in finding solutions and evaluate these solutions.
* interpret and analyse a range of information beyond mere description.
* find out the scientific literature they need through literature searches.
* understand what a research question is.
* choose appropriate research design to investigate research questions.
* make good use of IT as required (e.g. Word, PowerPoint, Excel, email and the internet).
* work as a member of a team by cooperating with others, negotiating, listening to others in the group, sharing responsibilities/tasks and meeting deadlines.

**Additional outcomes:**  
By the end of the module, it is expected that students should be able to:

* use a variety of resources for the purpose of an independent study.
* identify the reality of online information.
* use their time effectively, meet deadlines, reflect on their progress and set targets.

**Outline content:**

1. Academic Culture (Introduction)  
   The Academic Culture session has been designed to assist students in coping with the process of acculturation involved in the transition from secondary to higher or further education. One key aspect of this transition is to familiarise the students with the concept of academic thinking and what it means for their academic journey.
2. Academic Writing  
   The Academic Writing session provides an introduction to the process of academic writing. The main focus of this session is to (a) introduce common pitfalls and (b) introduce the concept of research and referencing.
3. Academic Misconduct  
   The Academic Misconduct session provides guidance in the mechanics of plagiarism avoidance and gives students practical strategies in avoiding academic misconduct through inappropriate usage of secondary sources.
4. Research question

The research question part provides an introduction to the meaning of research, the characteristics of research questions, and how to well identify the appropriate research question.

1. Power of evidence

The power of evidence session mainly introduces the levels of the power of evidence in studies, such as qualitative and quantitative evidence. The key purpose of this session is to introduce the students to the concept of reliability and what it means for their academic research and writing.

1. Research Design

The research design mainly focuses on how to report robust evidence to answer research questions and gives students insights into how to answer research questions with robust evidence.

1. Literature Search and Review

This section is part of a two-session block. First, literature search session mainly provides introduction to retrieve scientific publications in different global scientific databases. Students who follow this course will reap the basic skills in literature searches. Then, during the next session the students learn to evaluate sources and critically reflect on effects of different factors on health behind the publication of certain sources.

1. Logic and Argumentation  
   The Logic and Argumentation session introduces the students to basic logic. This includes questions around the structure of arguments and logical inferences. In addition, a wide range of errors of argumentation is being covered providing the students with tool to identify these errors during their research process.
2. Essay and Review Writing

The main points covered are structure, organisation and academic register conventions. Students who follow this course will be supported in the process of title analysis, arrangement of key information, the creation of effective introductions and conclusions and understanding of review writing.

1. Surviving Academia  
   Surviving Academia session presents an essential introduction to transferable skills. The session provides a framework of strategies which will enhance organisation and efficiency in academic encounters. It also provides scaffolded revision tool for students preparing for timed assessments and exams in any academic discipline. Students are given guidance in revision and the answering exam questions.
2. Presentations  
   The Presentations session familiarises students with the process of researching, structuring and delivering an oral presentation by using market-leading slideshow software.
3. Team Working  
   The Team Working session shows students how to optimize the group work experience for the purpose of achieving collaborative goals.

**Brief description of teaching and learning methods:**  
A series of lectures and in-class group work sessions. Students are required to complete a series of four assessments which take place in their academic modules. It is anticipated that assessments will commence in the spring term.

**Contact hours:**

|  |  |  |
| --- | --- | --- |
|  | **Autumn** | **Spring** |
| Lectures | 0 | 30 |
| Workshops | 0 | 18 |
| Guided independent study | 0 | 152 |
| Total hours by term | 0 | 200 |
| Total hours for module |  | 200.00 |

**Summative Assessment Methods:**

|  |  |
| --- | --- |
| **Method** | **Percentage** |
| Coursework | 20 |
| Group presentation | 30 |
| Exam | 50 |

**Other information on summative assessment:**  
Module assessed by coursework and exam.

**Formative assessment methods:**

Each session includes formative assessment at the end of the session.

**Penalties for late submission:**  
The Module Convener will apply the following penalties for work submitted late, in accordance with the University policy.

**Length of examination:**

2b hours

**Requirements for a pass:**  
40%

**Reassessment arrangements:**  
By exam in August/September.

**Last updated:**1 November 1, 2018