Gyalpozhing College of Information Technology

Academic Skills

Programme(s):	Bachelor of Digital Media Development
Year / Stage:	Year 1 Sem 1
Module Code:	ACS101
Effective Academic Year:	Autumn 2022

Instructional Hours:

This module consists of 120 curriculum hours.

Module Aims:

This module aims to develop the knowledge and understanding of a range of academic skills required for study at university level. The module will focus on the development of academic writing, oral presentation, as well as listening skills to enable students to communicate effectively in both spoken and written forms. The module will enhance their learning throughout their studies at university and beyond, through close reading, discussions and critiquing of academic texts. Further, it will also enhance students' capacity to critically reflect on their own learning.

Teaching Methods / Learning Tasks:

Tutors will employ an interactive, student-centred approach, integrating language and critical thinking skills using the following strategies such as demonstrations/modelling, practical exercises and activities, group work (discussions, problem-solving activities, collaborative and individual tasks, peer feedback and debates), academic essay writing (process learning with diagnosis, feedback and remediation), oral presentation, portfolio, independent study and VLE discussions over the 120 credit hours.

Approach	Hours per week	Total credit hours
Demonstrations/modelling	1	15
Practical exercises and group works	2	30
Academic essay writing	1	15
Oral presentation	0.5	7.5
Portfolio	1.5	22.5
Independent study and VLE discussions	2	30
Total		120

Means of Assessment:

CA1   30%

CA2	15%
CA3	25%
CA4	20%
CA5	10%
Total	100%

CA1:   Academic Essay

Students have to write one 800 to 1000-word academic essay following the rules of academic standards, essay writing, APA referencing and mechanics of language in order to practice and develop academic writing skills at the university level. The academic essay will be written in three drafts; the first draft to be peer reviewed, the second and final essay to be assessed based on the following criteria:

Second Draft (10%)	Final Draft (20%)
Content (4%)	Content (10%)
Language (2%)	Language (4%)
References (2%)	References (4%)
Format (2%)	Format (2%)

CA2:   Presentation

Each student has to make one 5-minute presentation. This will help them to acquire the skills necessary for carrying out effective oral presentations during the course of their university study.

The students can choose presentation topics related to ACS101 from their programme modules. The presentations will be assessed based on the following criteria:

- Introduction   (2.5%)
- Content   (4%)
- Delivery   (4%)
- Presentation aids   (2%)
- Conclusion   (2.5%)

CA3:   Portfolio

Each student has to maintain a portfolio containing a series of exercises from both within and outside the classroom. This is to ensure the development of independent study, skills and ability to work with other students. The portfolio will be assessed based on the following criteria:

Classwork and Homework:

Completeness	5%
Extra material	3%
Language	3 %
Neatness	2%
Organisation	2%
Class notes:	
Completeness	5%
Clarity and organisation	5%

CA4:   Class Test

Students have to write one class test towards the end of Unit V. The test will mainly focus on features of academic writing and referencing skills.

CA5:   VLE Discussion
   Students will contribute to VLE discussions on selected topics assigned by tutors.

Nature of discussion	4%
Content	3%
Language	3%

Essential Reading:

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author.
2. Department of Academic Affairs. (2019). *ACS101 Academic Skills: Students' materials*. Thimphu: Royal University of Bhutan.
3. Department of Academic Affairs. (2019). *ACS101 Academic Skills: Tutors' materials.* Thimphu: Royal University of Bhutan.

Additional Reading:

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). Routledge.
2. Butler, L. (2007). *Fundamentals of academic writing*. Longman.
3. Gillet, A. (2013, January 15). *Using English for academic purposes (UEFAP): A guide for students in higher education.* http://www.uefap.com
4. Gillet, A., Hammond, A., & Martala, M. (2009). *Inside track successful academic writing.* Pearson Education.
5. Hogue, A. (2007). *First steps in academic writing*. Pearson Education ESL.
6. Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). Pearson Education.
7. Oshima, A., & Hogue, A. (2006). *Introduction to academic writing* (3rd ed.). Pearson Longman.
8. Ramsey-Fowler, H., & Aaron, J. E. (2010). *The little brown handbook* (11th ed.). Pearson Longman.

Special Requirements:

Prerequisite	Nil
Software	Nil
Hardware	Laptop/PC
Others	Nil

Table of Specifications:

Topics	Abilities (%)				Total
	K	C	A	HA	
A. Academic Standards	4	5	3	2	14
B. Note-taking Methods	3	5	5	2	15
C. Academic Reading	3	3	3	3	12
D. Academic Writing	3	4	5	3	15
E. APA Referencing Style	4	4	4	3	15
F. Academic Essays	3	3	5	4	15
G. Oral Presentations	3	3	5	3	14
Total	23	27	30	20	100

Notes:

1.   The letters K, C, A and HA in the table of specifications denote the knowledge, comprehension, application and higher than application respectively, in the cognitive domain of Bloom's Taxonomy.

2.   In the detailed syllabus, which follows, all objectives should be understood to be prefixed by the word: "At the end of instruction, the learner should be able to…"

Detailed Syllabus:

	Learning Outcomes	Hours 120			
		L	T	P	SDL
A.	Academic Standards				
1	**Familiarise with academic standards and practices.**		2	4	7
1.1	Explain expectations, modes of assessment, and purpose of the module.				
1.2	Identify common academic activities carried out by universities				
1.3	Discuss the importance of academic integrity and intellectual property				

1.4	Follow the academic integrity as reflected in the Wheel of Academic Law of the RUB				
1.5	Integrate four language skills into their university learning.				
B.	Note-taking Methods				
2	**Use effective note taking skills to extract relevant information from a range of academic texts.**		2	4.5	8
2.1	Display the importance and benefits of note-taking.				
2.2	Recall the five Rs and implement these in their study.				
2.3	Examine two prominent note-taking methods.				
2.4	Choose and apply suitable note-taking methods.				
2.5	Take notes from different sources.				
C.	Academic Reading				
3	**Employ a range of strategies and techniques to read academic texts.**		2	4.5	8
3.1	Use text features, graphic, informational, and organisational aids to select required texts.				
3.2	Skim, scan, and read a text to locate information.				
3.3	Recognise and evaluate relevant information in a text.				
3.4	Paraphrase and summarise ideas in a text.				
3.5	Critique the quality of paraphrasing and summarising done by peers.				
D.	Academic Writing				
4	**Apply features of academic writing in academic discourse.**		3	19	7
4.1	Define academic writing and explain its purposes				
4.2	Identify and apply the features of academic writing				
4.3	Discuss the different types of academic writing.				
4.4	Evaluate the conventions of academic argument.				
4.5	Differentiate between academic argument and informal argument.				

E	APA Referencing Style				
5	**Acknowledge sources used and create a reference list using APA style.**		2	4	7.5
5.1	Explain the importance of using source materials.				
5.2	Establish the reasons for citing sources.				
5.3	Locate, evaluate and select the suitability of available sources.				
5.4	Analyse the repercussions of plagiarism at university study.				
5.5	Recognise and justify when citation is required in in-text citation.				
5.6	Apply basic rules of writing references and create references.				
5.7	Write assignments using APA layout.				
F	Academic Essays				
6.	**Produce academic essays using process approach: planning, drafting, eliciting feedback and revising using appropriate terminology and a consistent academic style.**		2	4	7
6.1	Define academic essays and discuss features of academic writing.				
6.2	Use the BUG method to analyse assignment requirements.				
6.3	Apply the steps required to complete an academic assignment.				
6.4	Describe the structure of academic essays.				
6.5	Apply the features of introduction to academic essays.				
6.6	Write acceptable thesis statements.				
6.7	Evaluate topic sentences and its features.				
6.8	Examine the use of supporting details in paragraphs to support topic sentences.				
6.9	Identify the features of conclusion and write proper conclusions.				
G	Oral Presentations				
7	**Deliver an effective oral presentation.**		2	12.5	8

7.1	Plan and structure oral presentations.				
7.2	Apply transitional phrases in oral presentations.				
7.3	Use strategies in order to deliver effective oral presentations.				
7.4	Prepare presentation using appropriate presentation aids.				
7.5	Plan, structure and deliver oral presentations effectively.				
	Total Running Time: 120		15	52.5	52.5

Notes:

1.   The letters L, T, P and SDL in the detailed syllabus denote lecture, teaching, practical and self-directed learning respectively.