

<b>Module Title:</b>	Academic Writing and Inquiry
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	6
<b>Module Delivered In</b>	<a href="#">1 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	Lecture, discussion, group based learning and reflection.
<b>Module Aim:</b>	The aim of this module is to build students' skills in academic reading and writing and to introduce them to academic research.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	demonstrate effective reading and writing skills for academic and professional purposes
LO2	distinguish between different types of academic research and knowledge
LO3	recognise an academic argument
LO4	recognise and collate credible sources of evidence
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b>	
<i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b>	
<i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b>	
<i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

Indicative Content
<b>Introduction to Learning in Higher Education</b> - what is different about learning at higher education (HE)? - The role of the student in HE: approaching independent study, understanding and managing assignments etc. - The role of the teacher in HE
<b>Introduction to Writing at Higher Education</b> Core skills for assignments and academic research: - reading, managing information - structuring your assignments - sourcing credible sources - referencing
<b>Furthering your Academic Skills</b> - critical, analytical thinking - identifying argument - recognising assumptions and hidden argument - recognising the different ways in which knowledge is created - distinguishing between qualitative and quantitative approaches to research

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	n/a	1,2,3,4	100.00	n/a

No Project
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No Practical
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No End of Module Formal Examination
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SETU Carlow Campus reserves the right to alter the nature and timings of assessment

### Module Workload

Workload: Full Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	30 Weeks per Stage	1.00
Practicals	30 Weeks per Stage	0.50
Estimated Learner Hours	30 Weeks per Stage	2.33
Total Hours		115.00

  

Workload: Part Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	Every Week	0.75
Total Hours		0.75

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HHYCW_B	<a href="#">Bachelor of Arts (Honours) in Youth and Community Work</a>	1	Mandatory