

**490.415 Active Study Skills**  
**Course Assessment and Delivery Outline**

Campus: Henderson  
Lecturers: Ian Waddington and Doreen Alefai

Semester 1, 2015  
NQF level: 4, 15 credits

**COURSE OVERVIEW**

The following is an approximate overview of the course content. However, once introduced, skills will continue to be practiced throughout the course.

1. What is academic language?  
Writing good sentences.
2. Writing good paragraphs.
3. Main ideas: topic sentence and development.  
Theme and rheme.
4. Reading for main ideas.
5. Summaries.
6. Essay structure.  
Summary, quote and paraphrase.
7. Footnotes and bibliography.
8. Assisted essay.
9. Other essay types e.g. compare and contrast.
10. Continue compare and contrast.  
Editing checklists.
11. Analysing questions.
12. Review for exam, exam technique.

**ASSESSMENT TASKS AND DUE DATES**

Assessment tasks involve the following:

**1. Class Participation/ regular tests and exercises**

Date: Weeks 2-9

Weighting: 15%

Learning outcomes: 1-5

Marking Criteria: active participation; correct answers

**2. Summary**

Summarise a given text (in class) in 100–150 words.

Date: Week 6, Monday 30 March, in class.

Weighting: 5%

Time allocation: 5 hours plus 1 hour of class time

Learning outcomes: 2, 5.

Grading criteria:

- The summary includes the main points of the text
- Ideas are linked together logically and cohesively.
- The message is clear, and spelling and grammar are correct.

### **3. Assisted essay**

Write a 500 word essay on the following topic:

“What were the major events of Moses’ life before the Exodus and how did they influence his later leadership?”

Date: End of Week 8, Saturday, 9 May, 11.55 pm.

Weighting: 10%

Time allocation: 18 hours, plus class time assistance.

Learning outcomes: 1, 2, 3, 4, 5, 6, 8.

Grading criteria:

- Structure: the essay has an introduction, body and conclusion; is in good paragraphs; in a logical order.
- The essay addresses both parts of the task appropriately
- Cohesion is attempted with some success
- Grammar and expression are clear
- The essay is written in the writer’s own words (except for quotations).
- Biblical references are included in brackets and sources are acknowledged (footnotes); bibliography (4 – 5 works) in proper format.
- Commitment is shown to the writing process over the week.

### **4. Reading Comprehension Test (in class)**

Date: Week 9, Thursday 14 May, in class.

Weighting: 10%

Time allocation: total of 5 hours and 1 hour in class

Learning outcome: 1

Grading Criteria: Correct answers

### **5. Essay**

Write a 650 word essay on the following topic:

“Compare and contrast the messages of Amos and Hosea”.

Date: End of Week 10, Saturday 23 May, 11.55 pm.

Weighting: 20%

Time allocation: 30 hours

Learning outcomes: 1, 2, 3, 4, 6, 7, 8.

Grading criteria:

- Structure: the essay has an introduction, body and conclusion; is in good paragraphs; is in a logical order.
- The essay addresses both parts of the task appropriately
- The writing is cohesive.
- Grammar and expression are clear.

- The essay is written in the writer’s own words (except for quotations). Biblical references are included in brackets and sources are acknowledged (footnotes); bibliography (4 – 5 works) in proper format.

**6. Exam**

The exam will be 2 hours long and will review course material. More details will be given of content in the weeks prior to study week.

Date: Semester exam week.

Weighting: 40%

Time allocation: 20 hours

Learning outcomes: 1, 2, 3, 5, 7.

**LEARNING HOURS**

490.415 Academic Reading and Writing is a 15 credit course consisting of 150 learning hours. The assignment tasks and learning hours are as follows.

Task	Weight	Hours
Core class periods (24 x 2 hours)		48 hours
Homework exercises	15%	24 hours
Summary	5%	5 hours
Assisted Essay	10%	18 hours
Reading Comprehension Test	10%	5 hours
Essay	20%	30 hours
Exam	40%	20 hours

Full attendance at class periods is expected. Unsatisfactory attendance (less than 80%) is grounds for failure of this course.

Note on Passing/Failing

Students will fail this course if they get a grade of below C- in any assessment task worth more than 10% **OR** any assessment task that is the only test of the learning outcome.

Students who get a D in any of these assessment tasks will be able to repeat the assessment task once. If the student then successfully completes the assessment a maximum C- (“pass”) grade will be given.