

# Building Your Science Degree Module Delivery Template

Department of Health and  
Leisure Studies

**Health and Leisure  
Department Module Information AY  
21/22**

**Module Title: Building Your Science  
Degree**

**Module Delivery Team:**

Dr. Mary Beades

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# Building Your Science Degree AY 21/22

## Scheme of Work

Week	Lecture Topic	Details	Assignment Deadline
1 (MB)	Introduction brief overview of module.	IT and self-management skills: introduction to Blackboard, File Management, one drive (self-management tips/tools could be available on BB	
2 (JP)	IT skills.	Introduction to Word; (Google; Google Scholar?); CA 1 Assessment details	
3 (ML)	Academic writing skills.	brief overview of nature of academic work; introduction to citations and referencing	
4 (MB)	Research skills.	using the library; searching the online databases	
<b>Reading Week – Mid Term</b>			
5 (JP)	Thinking skills.	Making sense- reflective thinking/writing	<b>CA1, Part 1: Thursday November 4<sup>th</sup> at 12.00pm</b>
6 (MB)	General writing skills.	Quoting, paraphrasing and summarising	
7 (ML)	Academic writing skills.	general and academic paragraph structure	
8 (JP)	General writing skills.	accuracy and proofreading – tips and tools; avoidance of overlong sentences [can be introduced as part of writing practice activities from week 6 on but consolidated/covered formally here]	
9	No class.		<b>CA1, Part 2: Thursday December 2<sup>nd</sup> at 12.00pm</b>
10	No class.		
11	No class.		
<b>Christmas Break</b>			
12 (MB)	IT skills.	Introduction to PowerPoint; feedback from CA 1	
13 (JP)	Essay planning – generating ideas.	CA 2 brief; Ideas/brainstorming; planning, including identifying relevant key points Searching the library Overall essay structure	

		(introduce sample essay as a reference point for the rest of the term)	
14 (ML)	Critical thinking – evaluating sources.	Critical thinking; model for evaluating sources; research skills; referencing tools	
15 (JP)	Dealing with difficult material, academic reading skills.	Techniques for dealing with difficult material and reading academic papers and books efficiently	
16 (MB)	Using source information.	Using and incorporating sources - focus on supporting a point; include review of paraphrasing and summarising and of academic paragraphs	
17 (ML)	Academic writing style.	Features/characteristics of academic style; expressing opinion objectively	
18 (ML)	Sample essay and analysis.	Further review and study of the sample essay as a recap of learning this term	
<b>Mid term</b>			
19	Catch-up and redo's.	Time to review and/or recover content from this term/year and develop assignment	
21	No class.		
22	No class.		<b>CA2 Tuesday 29<sup>th</sup> March @ 12:00pm</b>
23	No class.		
<b>Easter</b>			
24	No class.		

## Assessment Brief

	Title/Topic/Information/Deadline...	Submission Type	Weighting
<b>Assignment 1</b>	<p><b>Connections Notebook</b></p> <p>This assignment aims to engage the student in critically thinking about their programme of study and how useful and applicable the knowledge they are gaining is to them. Students will keep a record of all of their learning and develop this, with the assistance of lecturers, into a meaningful account of their development over the term.</p> <p>The collection of notes (moments of learning) should be done in the form of a diary, and can include, but is not limited to, written notes, audio recordings, video diaries, other videos, drawings, etc. from across the suite of modules in Health &amp; Leisure/Coaching Sports Performance. Students will complete two essays during Term 1 addressing specific questions chosen from a prescribed list.</p> <p><i>This assignment is divided into two parts:</i>  <b>Part 1:</b> Submission of essay (300-500 words), as well as reference list and appendix of diary entries, before <b>Thursday November 4<sup>th</sup> at 12.00pm.</b>  <b>Part 2:</b> Submission of essay (1,000 words), as well as reference list and appendix of diary entries, before <b>Thursday December 2<sup>nd</sup> at 12.00pm.</b></p>	<b>Via Blackboard</b>	<b>40%</b>
<b>Assignment 2</b>	<p><b>Academic Essay</b></p> <p>The title of this essay will be chosen by the student from a list of topics derived from all the first-year modules. The essay will allow the student the opportunity to demonstrate key skills in the whole area of academic writing, for example: paragraph structure, transitions, signposting, flow, academic discourse, use of supporting evidence, citations and referencing.</p> <p><b>Due date: Term 2 Tuesday 29<sup>th</sup> March at 12.00pm</b></p>	<b>Essay via Blackboard</b>	<b>60</b>



Munster Technological University  
Continuous Assessment AY 2021-2022

**Building Your Science Degree**

**Module Code EDUC61018**

**CRN 50224**

**External Examiner(s):** Dr. Richard Bailey

**Internal Examiner(s):** Dr. Mary Beades  
Ms. Mary Leonard  
Dr. John Pierce

**Assessment Details for CA 1: Connections Diary and Essay (40%)**

This assignment is divided into two parts. In both parts you should refer to your student diary entries in supporting your answers. Part 1 and 2 will be submitted in Blackboard.

**Part 1:** Submission of answered question (300-500 words) before ***Thursday November 4<sup>th</sup> at 12:00pm.***

- The main purpose of this first submission is for the student to spend some time planning an assignment, as well as practice the writing skills learned in class. Students will get some feedback on their progress before submitting the full piece, part 2, at the end of the term.
- Any or all references should be cited and referenced in line with the MTU guidelines. Any diary entries that you cite should also be appended to the end of the piece.
- Feedback will be provided in line with the CA rubric. This feedback can then be applied to part 2.

**Part 2 (40%):** Submission of essay (1,000 words) before ***Thursday December 2<sup>nd</sup> at 12:00pm.***

- This submission should include the completed essay, a reference list, and an appendix with a copy of each of the diary entries used to support the points you make in your essay.

### **Assignment details:**

This assignment asks you to answer two questions related to your learning and development during year one of your degree programme. The first question is answered in early November and the feedback from this submission should be applied to your work on the second. These questions are listed further down in this document.

Your Connections Diary gives you an opportunity to find connections between modules and content in your Health & Leisure, Health & Leisure with Massage or Coaching & Sports Performance degree programme. This can help you understand the material you are learning on this degree programme and see more uses for the skills and knowledge that you are learning. To help you to find these connections you are required to keep a diary of your learning across all modules during first year. You will then use this diary to add support to the points you write about in answering the questions. For example, if you said that you enjoyed a specific module, you might include examples from your diary of times when you have written about having fun or being really interested in the topic. You can choose to keep your diary in any format you wish, though we highly recommend One Note.

This assignment allows you to demonstrate your ability to gather useful information, choose appropriate examples from this information, and present this in an easy-to-follow manner. This is achieved through answering the two questions to the best of your ability. Your writing and presentation skills will form a major part of the assessment criteria.

This assignment should include:

- Your answers to the **two** questions listed below. See the next section for more details.
- Any diary entries (or records of moments of learning), from across all of your modules that have been used in answering your chosen questions. You are not required to share your whole diary. All you need to do is to append the diary entries you are using to the end of your assignment.



### Your Choice of Questions/Topics:

Part 1 of the Assignment: You will need to choose **one** question from the box below to answer and submit on or before **November 4<sup>th</sup> at 12:00pm**. It is recommended that you read through the assessment rubric (below), as well as your collection of clips before choosing your questions. Remember to refer to the content from your connections diary and include a copy of each connections diary entry that you cite with your submission.

**Option A:**

If you could go back to the start of the term, what advice would you give yourself to help you engage and learn more.

**Option B:**

What aspect(s) of college are you struggling with the most? Why might this be a struggle, and what can you do to help yourself?

Part 2 of the Assignment: you will need to choose **one more** question to answer, that you will submit on **December 2<sup>nd</sup> before 12:00pm**. It is recommended that you read through the assessment rubric (below), as well as your collection of clips before choosing your questions. Remember to refer to the content from your connections diary and include a copy of each connections diary entry that you cite with your submission.

**Option A:**

What knowledge, skills, and/or competencies have you learnt so far that you aim to apply in the coming term?

**Option B:**

How well have you engaged in the learning this term? What can you do to improve, or maintain, this for the second term?

### Connections Diary – Details:

- This assignment is worth 40% of the entire module. For a detailed breakdown of marks, see the assignment rubric below.
- We recommend you use OneDrive or OneNote to record your learning diary entries.
- The essay/question answers must also be submitted in Blackboard. How to do this will be covered in class.

- Your Connections Diary is designed to assist you in making connections across the whole degree programme and in doing so to make more sense of the material covered and how it is useful and relevant to you. For this assignment to be effective you, the learner, must take ownership of it and create a learning diary unique to you.
- The content of your learning diary will be drawn from your personal experiences across **all** of your modules. You will need to take note/record any or all experiences that you feel will add to your diary (you should include content from **every** module).
- Your learning diary can include, for example, stand-out moments/experiences - things that you found easy, hard, funny, confusing, enjoyable, etc., and moments of insight/learning, when things made sense to you. Written clips, audio recordings, video files, drawings, poetry, or any other media are acceptable.
- Include any thoughts/comments on the content you collect, for example:
  - why you found something difficult
  - how you could overcome difficulties
  - how information from one module helped you in another
  - where you see connections between different modules or topics.

This will provide ideas for your answers to the written questions.

- Do **not** simply include lecture clips or other material without any additional comments from you. You need to show your personal thoughts/reactions – the more details the better.
- There are marks going for your academic writing. These marks acknowledge how well you have structured your writing piece and communicated the usefulness and applicability of the degree content to you – how may you use this information and how can you improve your learning for term 2?
- The learning diary can include, but is not limited to, written clips, audio recordings, video diaries, other videos, drawings, etc. from across the suite of modules in Health & Leisure/Coaching Sports Performance. Students will look for links between modules and ways in which this learning is useful.

#### **Guidelines for Presentation of Writing:**

- The Connections Diary should be typed using Microsoft Word, in font Calibri 12 or equivalent, 1.5 line spacing and standard margins.

- All sections should be clearly labelled and easy to navigate.
- Informal and formal styles of writing (first and third person) can be used where appropriate.
- All citations and references should be included using the MTU referencing guidelines.
- It is advisable to proof-read your work for accuracy before submission.

Finally, the lecturing team will do their best to provide feedback on question 1 as soon as is reasonable after submission, so as to allow plenty of time for this feedback to be implemented in developing your final submission and to use this feedback for assignments in other modules.

Assignment Rubrics – Term 1 Building Your Science Degree – Connections Diary Rubric

	<b>1.1</b>	<b>Merit 1</b>	<b>Merit 2</b>	<b>Pass</b>	<b>Fail</b>		
	<b>(100-70%)</b>	<b>(69.9-60%)</b>	<b>(59.9-50%)</b>	<b>(40-49.9%)</b>	<b>(&lt;40%)</b>	<b>Max. Marks</b>	<b>Marks Awarded</b>
<b>Exploration of topic</b>	Very good exploration of topic. Points are relevant, clearly explained and well-developed.	Good exploration of topic; points are relevant, generally well-explained and quite well-developed.	Fair – quite good exploration of topic. Points broadly relevant but account of topic is quite general. Points are relevant and developed to some extent. Some points better explained than others <i>or</i> explanation is generally clear but limited.	Limited exploration of topic. Limited development of points. Some points poorly explained or superficial.	Superficial - very superficial exploration of topic. Points not clearly explained in general <i>and/or</i> little/no development of points.	<b>30</b>	
	<b>21-30</b>	<b>18-20</b>	<b>15-17</b>	<b>12-14</b>	<b>0-11</b>		
<b>Supporting answers with entries from learning diary</b>	Excellent and varied use of diary entries <b>and</b> literature in making connections showing obvious and precise links across modules and content and, where relevant, to own experiences.	Good – very good use of diary entries and/or literature in making connections and links across modules and content and, where relevant, to own experiences.	Quite good use of diary entries in making connections and links across modules and content and, where relevant, to own experiences.	Some use of diary entries in making connections and links across modules and content and, where relevant, to own experiences.	No use of diary entries or literature in making connections and links across modules and content or to own experiences.	<b>25</b>	
	<b>19-25</b>	<b>16-18</b>	<b>13-15</b>	<b>10-12</b>	<b>0-9</b>		
<b>Usefulness of this learning</b>	Thorough and precise outline of possible applications of module content in other modules and/or in other Health & Leisure contexts.	Clear descriptions of content use across the programme and beyond.	Appropriate descriptions of how and where this module's content can be used across the programme and beyond.	Some basic acknowledgement of the usefulness of module content in Health & Leisure practice.	Little to no acknowledgement of the usefulness of this content to other modules and/or working in a Health & Leisure capacity.	<b>15</b>	

	<b>12-15</b>	<b>10-11</b>	<b>8-9</b>	<b>6-7</b>	<b>0-5</b>		
<b>Structure</b>	<p>Clear and obvious work put into structuring and presenting this assignment. Extremely easy to follow (signposting), simple to understand, and nicely laid out.</p> <p>Clear, coherent, very readable. Limited technical errors.</p>	<p>Very good presentation. Work clearly laid out, with good direction (signposting) in all sections.</p> <p>Good overall writing skills. Readable despite some technical errors.</p>	<p>Good presentation. Work clearly laid out in general, though some sections less clear.</p> <p>Fair to quite good writing skills. Fair range of expression/writing flow.</p>	<p>Acceptable presentation. Some work needed to understand where different aspects were in the document. Hard to follow.</p> <p>Weak writing skills. Limited range of expression/poor writing flow.</p>	<p>Poor presentation. Difficult to follow and some sections missing.</p> <p>Very weak writing skills. Impossible to discern intended meaning <i>or</i> excessive quoting and so limited evidence of own writing ability.</p>	<b>30</b>	
	<b>21-30</b>	<b>18-20</b>	<b>15-17</b>	<b>12-14</b>	<b>0-11</b>		



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**Assignment Brief: CA 2: Academic Essay (60%)**

Assignment 2 in BYSD asks you to plan, research, and write an academic essay. The title of the essay is to be chosen from a list of topics derived from first year modules (see list below). The word count for this essay is 1,500 words (+/- 10%).

Please note that an amount of independent work is required and expected. The support you find for your points from the relevant literature is important – this is what makes it an academic essay. An essay without appropriate citations, and a full reference list, to support your argument **will not** be accepted.

**Due dates and weightings:**

- Essay is to be uploaded to Turnitin by ***Tuesday, 29<sup>th</sup> March at 17.00.***
- Late submissions: marks will be deducted at a rate of 5% per day, or part thereof, late. No submissions will be accepted after two weeks.
- If your essay does not include supporting sources of information, you will be required to resubmit.

- Note: if there are indications of plagiarism [failure to acknowledge sources of information], your work will not be marked, and appropriate disciplinary action will be taken.

### **Presentation of Academic Essay:**

- Informal and formal styles of writing (first and third person) can be used where appropriate.
- All citations and references should be included using the MTU referencing guidelines. Reference list should be on a separate page at the end.
- Title page should include name of department and university; name of module; title of assignment; student name and t-number; programme and year of study; name of lecturer(s) report is submitted to; date of submission; and word count (excluding reference list).
- The essay should be typed using Microsoft Word, font Calibri 12 or equivalent, 1.5 line spacing and standard margins.
- Essays should be proof-read for accuracy before submission.

### **Essay topics: Choose an essay title from the topic areas:**

#### **Physical Education Titles:**

1. Instructional Models in Physical Education are Essential to Optimising Student Learning.
2. Classroom Climate in Physical Education is Essential to Optimising Student Learning.
3. Opportunities for Autonomy in Physical Education are essential to Optimising Student Learning.
4. These are the Three Most Essential Competencies Required for Effective Teaching in Physical Education.

### **Exercise Science: Injury Management:**

1. Common strategies for preventing injury in a sport of your choice.
2. Why include a warm-up (e.g., stages of the RAMP Warm Up - Jefferys, 2007) before exercising?
3. Investigate the three most common injuries suffered by athletes/performers (in the sport/activity of your choice) and suggest ways of preventing these injuries from happening.

### **Health and Personal Well Being :**

1. Lifestyle Behaviours and their Impact on the Dimensions of Health.
2. The Benefit of Applying the Social Determinants of Health Model (Dahlgren and Whitehead, 1991) in increasing Health and Well-being.
3. Healthy Ireland's Vision: An Evaluation.

### **Coaching Titles:**

1. The Right Coaching Climate is Essential to Optimising Player/Athlete Performance.
2. These are the Three Most Essential Competencies Required of an Effective Sports Coach.
3. Opportunities for Autonomy in Sports Coaching are Essential to Optimising Player/Athlete Performance.
4. Growth and Development – Implications for youth coaching.

### **Massage Students only:**

1. The Benefits of Massage Therapy during Pregnancy.
2. Massage Therapy and Low Back Pain.
3. Increasing Sports Performance through Massage Therapy.
4. Massage Therapy and reducing Anxiety/Stress.
5. How Massage Therapy is useful for Recovery.



**Activity Leadership Outdoors only:**

1. Designing Appropriate Teaching & Learning Experiences Outdoors in Health & Leisure Contexts.
2. What I Like (or dislike) about Learning Theories.
3. Activity Leadership Outdoors and its Usefulness to me and my Career.

**Assessment criteria – essay:**

<b>Criteria</b>	<b>Subheadings</b>	<b>%</b>
<b><i>Content</i></b>	Relevant to the topic/title under discussion	50
	Range and depth of content	
	Selection and integration of relevant information from a variety of sources	
<b><i>Presentation and style</i></b>	Structure and coherence	25
	Accuracy in writing/proofreading	
	Academic writing style/conventions	
<b><i>Individual research</i></b>	Independent reading	25
	Correct referencing – as per Anglia Ruskin University/IT, Tralee Guide to Harvard style of Referencing	
	Correct format for citations	

**Assignment Rubric – Term 2 Building Your Science Degree – Assignment Rubric**

	<b>1.1</b> <b>(100-70%)</b>	<b>Merit 1</b> <b>(69.9-60%)</b>	<b>Merit 2</b> <b>(59.9-50%)</b>	<b>Pass</b> <b>(49.9-40%)</b>	<b>Fail</b> <b>(&lt;40)</b>	<b>Fail - resubmit</b> <b>(0)</b>
<b>Inclusion and citing of sources; cross-relation of citations and reference list</b>	<p>All citations included, very good range of citations with few errors in style/position.</p> <p>Citations clearly cross-relate to reference list.</p>	<p>Almost all citations included. Good – quite good range of citations but errors in style/position (May be some reliance on unsupported claims).</p> <p>Citations and reference list correspond in general, but a small proportion are not clearly cross-related.</p>		<p>Errors in style/position of citations or few citations used. Some large chunks or several small ones are copied directly/almost directly from sources; citations are attempted but are mainly incorrect and some may be omitted (May be significant reliance on unsupported claims).</p> <p>Some effort required to cross-relate citations and reference list, but they are linked in general. A small proportion of cited sources may be omitted from reference list.</p>	<p>Minimal use of cited data/facts so minimal citations included. Errors in style/position of citations. (May be significant reliance on unsupported claims.) Some large chunks or several small ones are copied directly/almost directly from sources without attempt at citation.</p> <p>Significant effort required to cross-relate citations and reference list; may only be possible because of shortness of reference list.</p>	<p>NO CITATIONS OR EXTENSIVE DIRECT/ALMOST DIRECT COPYING FROM SOURCES; CITATIONS, IF ANY, ARE ALSO COPIED: ESSAY MUST BE RESUBMITTED. ZERO MARKS AWARDED FOR ESSAY.</p> <p>CITATIONS AND REFERENCE LIST DO NOT CORRESPOND IN GENERAL, EVEN INDIRECTLY: ESSAY MUST BE RESUBMITTED. ZERO MARKS AWARDED FOR ESSAY.</p>
	<b>7-10</b>	<b>5-6</b>		<b>4</b>	<b>0-3</b>	
<b>Reference list and selection of sources</b>	<p>Very good application of reference list guidelines</p> <p>Good range of sources. Sources used are clearly</p>	<p>Key elements of reference list included with good application of guidelines.</p> <p>Good range of sources. Sources</p>	<p>Key elements of reference list included but variable application of guidelines.</p> <p>Quite good range of sources. Sources</p>	<p>Attempt made to apply referencing guidelines, but some key elements omitted.</p> <p>Fair selection of sources: may be quite limited range <i>or</i></p>	<p>Little/no attempt to follow referencing guidelines but enough key elements to make it possible to locate at least some sources.</p>	<p>NO SOURCES USED AND REFERENCING DETAILS SO INADEQUATE THAT SOURCES OF INFORMATION CANNOT BE LOCATED: ESSAY</p>

	good quality in general.	appear appropriate in general.	appear appropriate in general.	quality is obviously poor – variable.	Minimal use of sources <i>or</i> sources used obviously inappropriate in general.	MUST BE RESUBMITTED. ZERO MARKS AWARDED FOR ESSAY.
	<b>11-15</b>	<b>9-10</b>	<b>8</b>	<b>6-7</b>	<b>0-5</b>	
<b>Exploration of topic</b>	Very good overview and exploration of topic. Points are relevant, clearly explained and well-developed. May be evidence of good insight/reflection.	Good exploration of topic; points are relevant, clearly explained in general and quite well-developed.	Fair – quite good exploration of topic. Points are relevant and developed to some extent. Some points better explained than others <i>or</i> explanation of points is generally clear but limited.	Limited exploration of topic. Focus of essay is more informative/descriptive than argumentative/analytical. Broadly relevant but very general/general/quiet vague account of topic. Limited development of points. Some points poorly explained or superficial.	Superficial - very superficial engagement with topic. Few relevant points <i>or</i> relevance of points is not made clear. Points not clearly explained in general <i>and/or</i> and little/no development of points.	
	<b>18-25</b>	<b>15-17</b>	<b>13-14</b>	<b>10-12</b>	<b>0-9</b>	
<b>Use of supporting evidence</b>	Points are consistently and effectively supported with relevant and specific data/detail.	Mainly effective use of sources to support points made, including some specific data/detail.	Variable effectiveness in use of sources to support points. Weaker aspects may include limited relevance of points from sources or limited specific data//detail.	Sources are basis of broad assertions: general lack of specific data/detail. Sources have some relevance but are not effectively used to support points. May be over-reliance on one or two sources.	Sources lack relevance <i>and/or</i> points from sources are very vague.	
	<b>18-25</b>	<b>15-17</b>	<b>13-14</b>	<b>10-12</b>	<b>0-9</b>	
<b>General and academic writing skills</b>	Very good - excellent structure, signposting,	Generally good structure, signposting, accuracy,	Fair – quite good structure, signposting, accuracy, readability	General weakness in structure, signposting, accuracy and use of academic writing style	Extensive weakness in structure and accuracy; may be difficult or impossible to discern intended meaning;	<b>EXTENSIVE QUOTING - LITTLE/NO PERSONAL INPUT: ESSAY MUST BE</b>

	accuracy, readability and use of academic writing style (formal, impersonal, objective).	readability and use of academic writing style.	and use of academic writing style. Meaning generally clear despite errors/weaknesses.	but meaning can generally be discerned <i>and/or</i> simplistic writing style. May be overuse of direct quoting/partial quoting.	writing style generally inappropriate for academic work <i>or</i> excessive quoting/partial quoting and so limited evidence of own writing ability.	RESUBMITTED. ZERO MARKS AWARDED FOR ESSAY.
	<b>18-25</b>	<b>15-17</b>	<b>13-14</b>	<b>10-12</b>	<b>0-9</b>	

**Fail – resubmit**

Red Writing under this heading - REVIEW