Liverpool John Moores University

Title: Historical Skills Orientation for History and English

Status: Definitive

Code: **4009HIST** (118128)

Version Start Date: 01-08-2014

Owning School/Faculty: Humanities and Social Science Teaching School/Faculty: Humanities and Social Science

| Team | Leader |
|----------------------|--------|
| Lucie Matthews-Jones | Υ |

Academic Credit Total

Level: FHEQ4 Value: 12.00 Delivered 39.00

Hours:

Total Private
Learning 120 Study: 81

Hours:

Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 10.000 |
| Tutorial | 12.000 |
| Workshop | 17.000 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|-----------|----------------------|---------------------|---------------|------------------|
| Portfolio | AS1 | 2000 word portfolio | 100.0 | |

Aims

- 1. To enable History & English students to develop the skills necessary to undertake the history elements in the History & English Degree programme. Staff will provide pastoral support to help students settle into higher education.
- 2. To introduce students to the principles and practice of independent learning via enquiry-based learning (EBL).
- 3. To contribute to PDP.
- 4. To introduce the programme theme of 'technology, economy & society' by

examining a number of historical debates and issues.

- 5. To provide a foundation of historical knowledge and introduce a variety of approaches to the study of modern history.
- 6. To demonstrate the ways in which the past is constantly being reinterpreted in the light of new sources, new contexts, new methodologies and new skills.

Learning Outcomes

After completing the module the student should be able to:

- Search for, read, abstract and communicate relevant information for assignments: prepare written work which conforms to academic standards of clarity, structure, referencing and bibliographic requirements; read and prepare useable notes from a variety of learning resources (including lectures); prepare and present information orally.
- 2 Solve historical problems through independent study (both individually and in teams).
- 3 Demonstrate a basic understanding of a number of historical issues.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Portfolio 1 2 3

Outline Syllabus

Reading: abstraction/information selection; note-taking; doing precis and comparison; record keeping

Writing: essay; report; referencing; note-taking; precis and comparison

Information searching: library, www, Bb

Oral presentation Problem-solving Team work

Time management

All of these elements will be linked to substantive historical issues

Learning Activities

Teaching will be a relevant combination of lectures, classroom group and individual activities, tutorials and workshops; diagnostic, formative and summative tests and EBL project.

References

| Course Material | Book |
|-----------------|----------------------------|
| Author | Black, J. and MacRaild, D. |

| Publishing Year | 2009 |
|------------------------|---------------------------------|
| Title | Studying History |
| Subtitle | |
| Edition | |
| Publisher | Basingstoke: Palgrave Macmillan |
| ISBN | |

| Course Material | Book |
|-----------------|--|
| Author | Tosh, J. |
| Publishing Year | 2002 |
| Title | The Pursuit of History |
| Subtitle | Aims, Methods and New Directions in the Study of History |
| Edition | 3rd |
| Publisher | London: Longman |
| ISBN | |

| Course Material | Book |
|-----------------|-----------------------------|
| Author | Pleuger, G. |
| Publishing Year | 1997 |
| Title | Undergraduate History Study |
| Subtitle | the Guide to Success |
| Edition | |
| Publisher | Andover: Sempringham |
| ISBN | |

| Course Material | Book |
|-----------------|---|
| Author | Parker, C. and Spalding, R. |
| Publishing Year | 2007 |
| Title | Historiography |
| Subtitle | An introduction |
| Edition | |
| Publisher | Manchester: Manchester University Press |
| ISBN | |

Notes

The study of history is a dynamic, exciting process. The past is constantly being reinterpreted in the light of new sources, new contexts and new methodologies. This module is designed to introduce History & English students to the learning support skills that are required for historical study in higher education. From quite intensively supported classes in which learning support skills will be taught and practiced, to supported independent study, students will be able to build on and practice their learning skills.