School of Law
BSc Criminology and Sociology
BSc Criminology and Psychology
First Year Study Skills Handbook
2016-17
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1 Guidance on Hours of Study

Embarking on a full time degree programme is a full time undertaking and students are recommended to devote at least 30-35 hours per week (including lectures and seminars) to their studies during term time. The time outside formal teaching sessions should be used for independent reading and research in preparation for essays and seminar presentations, and to consolidate and supplement information given in lectures and seminars. Independent study is extremely important not only in developing the skills needed to achieve a good degree but also in developing the transferable skills required by employers.

It is important that you develop good study habits in your first year. These include having a scheduled day each week in the library or designated study area to do your set reading and seminar preparation, reading up-to-date issues of relevant journals to keep abreast of developments in the discipline, and developing strategies for efficient note-taking.

1.1 How to Study

The following notes are intended to help you study at university successfully. They do not cover everything that you might want to know about techniques of study: we want to keep them short enough for you to read quickly. But we hope that they make the process of learning and studying more efficient and more productive.

2 Lectures and Seminars

Lectures provide an introduction to a sub-field, topic, or issue. To get the most out of lectures it is important that you learn how to be an active listener. In particular, you should develop strategies for taking notes. You will not be able to take down every sentence the lecturer says, so you need to work out how to extract the relevant information and the gist of an argument. Some students develop their own short-hand, others type up their notes after a lecture to make sure they have fully absorbed the ideas. One particularly effective technique is to spend twenty minutes after the lecture re-reading the notes, putting them in order, and then formulating a couple of questions for the seminar.
Seminars are scheduled after a lecture and give students the chance to ask questions, offer up their own views, and give presentations (see ‘Oral Presentations in Seminars’, below). It is crucial that you prepare for seminars. Read through your lecture notes and do the set reading, come prepared with questions and ready to contribute to discussions.

3 Oral Presentations in Seminars

3.1 Why do tutors use oral presentations?

Oral presentations are the cause of a great deal of anxiety, so why do lecturers continue to require you to do them? There are quite a few good reasons...

- You learn more. Researching and presenting a subject usually results in better understanding and recall.
- Presentations given by members of your peer group can stimulate interesting discussions which are not tutor led. They provide a chance for you to develop your own thoughts and ideas.
- It gives you the opportunity to practice giving presentations before you get into the ‘world of work’. Many people have to make presentations at work. You can give yourself a head start in the relatively safe environment of the classroom.
- It gives the class someone other than the tutor to listen and respond to.
- If you are giving your presentation as a team, this gives you the chance to meet and work with other people, and enjoy the team effort of putting your ideas together.
- There is usually some flexibility in the topic you present. It is your chance to do something that interests you; if you’re interested in the topic, your presentation will benefit!
- Unlike an exam, you can prepare more or less exactly and take all the materials in with you.

3.2 What makes a good oral presentation?

- It has to be **audible**. If the class cannot hear you, they are not going to pay attention. Looking up and making eye contact with people at the back of the room will help you project your voice. Try to reduce the amount of unnecessary noise around you; for example, if the classroom is by
a busy road, it may be worth making sure all the windows are closed, at least for your presentation.

- **Talk to your audience** rather than reading your notes out. It will be far more interesting and far easier for them to follow.
- It has to be the **appropriate length**. Make sure you know how much time you actually have, and practice your talk beforehand against a clock. There is nothing worse than having to squash enough material for one hour into ten minutes. You do not necessarily have to talk non-stop; you can leave time for questions or discussion (people will ask questions if you make it interesting!).
- The content of your presentation needs to be **relevant** to the course and to your audience. Address your fellow students, not the tutor, and make sure the content is appropriate to their level of knowledge. If you want them to sit up and listen, make it directly relevant to their lives.
- Your presentation should have a clear **structure**. Your audience will quickly get lost if you jump around and do not make the structure explicit. Distributing a hand-out first with the outline of your talk will help your audience pick out your main points. It is helpful if you give ‘sign posts’ to the structure of your talk; for example you could start by saying ‘first, I am going to talk through some definitions of --

  - and then discuss the role of --- within ---’ and later: ‘so, I’ve spoken about ---, now I’ll go on to ‘
- **Aim for a presentation style that holds the attention of your audience.** Use understandable, clear language, OHPs, slides, hand-outs, questions and discussion. Look at the audience, make eye contact, smile, try not to fidget; ask the audience questions, or ask them to discuss a point.
- Use **clear hand-outs.** Provide hand-outs containing a summary of the presentation, follow-up reading, and any other crucial information. Make sure that your hand-outs are written/printed large enough, and that not too much information is squashed onto one side.
- If you are presenting in a **group**, make sure everyone is clear about their tasks and what they do when; you do not want three people all doing the same thing. Think about who will stand and sit where (and practice arranging the necessary furniture in the room beforehand). Groups give you the opportunity to divide the topic into sections, with each person presenting a section. Be careful however, that there is continuity and each part is relevant. Someone should give an introduction and a conclusion to hold the whole talk together.
3.3 Checklist

Try answering the following questions to help you clarify what you are going to do. Add any questions that will help you:

• How long have I got?
• What do I need to include in order to cover the topic?
• Where can I find out information?
• Have I cut out everything which is not relevant?
• Is the structure clear?
• What hand-outs do I need?
• When and how will I use them?
• What activities can the group take part in?
• Can I present from my notes without reading word for word?

3.3.1 Before the presentation

• Have I got the hand-outs in the right order?
• Have I got my notes to refer to?

3.3.2 During the presentation

• Take a deep breath
• Relax and smile!
• Do not hide behind the projector
• Do not read out the notes
• Talk to the back of the group, so your voice carries
• Look at your audience
• Do not rush through
• Give the opportunity to ask questions/clarify issues
• Be flexible; if your audience do not understand be prepared to rethink
• If someone throws in a question you are not entirely sure about, open it to group discussion.

This is the topic you have researched; relax and enjoy telling the rest of the group. If you are enthusiastic, it will come across.
3.3.3 After the presentation

For assessed work, you will be given formal written feedback by your tutor, but it is important to ask yourself, and ask a fellow student who saw the presentation, the following questions:

• What were the strengths of my presentation?
• Did the hand-outs work well?
• Did the group participate in/enjoy the activities?
• Could I be heard? Did I hide? Did I make eye contact?
• What were the weaknesses of my presentation?
• What could be improved for next time?

Remember – relax, smile and have fun!

3.4 Guidelines on Oral Presentation and Group Work

Summative group work and summative oral presentations are to be treated as any other piece of summative work and as such in the absence of extenuating circumstances will be subject to the undergraduate regulations relating to a repeat of the course or rest of the assessment in accordance with the conditions for progression.

All students are required to attempt and complete summative oral presentations or group work unless a student has adequately documented extenuating circumstances.

Where a student has genuine learning needs that have been recorded with the university’s disability and dyslexia service and which prevents that student from attempting or completing the summative oral presentation or group work, these should be notified in writing to the course convenor prior to the assessment. The course convenor will then offer the student an alternative means of completing the assessment, which still meet the learning outcomes for the course.

4 Coursework essay

4.1.1 Essay Writing

An essay is a way of presenting the reader with an account of the ways in which you have found your learning engaging and meaningful – it’s a ‘know and show’ opportunity for you. It is a chance to both create a map of a particular territory of knowledge,
as well as an invitation for the reader to take a guided walk through that territory. It should have a clear structure and style, content that is relevant, and a rhythm and momentum to the arguments presented that the reader experiences as credible. So it should say, “Look, here is my well informed, balanced, complex view of this particular world that I’m asking you to look at, and I hope you find my ways of seeing persuasive”. In all, try not to let the assignment become just a flat and dull summary of other people’s ideas and thoughts. Try to present it in a way that shows the following features:

- that you have **knowledge** of a particular area of study including concepts, debates and issues, and research evidence that affect the issue;
- your systematic **comprehension** of what is known, by putting the knowledge in your own words in an intelligible way;
- that you can **critically analyse** the material under consideration, dissecting arguments in a systematic and balanced way;
  - once you’ve taken apart other perspectives, you can **synthesise** those perspectives by putting them together again in a fresh way, looking at the connections and gaps between differing views;
- finally that you can **evaluate** the material in terms of its internal coherence, its links with other perspectives and views, and in relation to your own experiences and views. This will help you to give an account of how you have weighed things up, and why you’ve done so in the ways that you have.

The stages of essay production could look like this. But remember, this is not a prescriptive list. You will find your own start to finish path for a written assignment and may already be familiar with these and other aspects of effective writing. Our invitation to you is to take charge of the structures, mechanisms and methods that work best for you, so long as they help you to reach your highest potential.
To summarise, a basic essay structure will often look like this:

<table>
<thead>
<tr>
<th>Introduction: Key definitions, giving the basic directions and structure: a map of the territory you’re asking the reader to enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review: knowledge and comprehension of key concepts, debates, issues, research outcomes that you compare, analyse, synthesise</td>
</tr>
<tr>
<td>Conclusion: evaluate compare and weigh up the local to the general, drawing out key points</td>
</tr>
</tbody>
</table>

The Department’s Marking Criteria, outlined in the Student Handbook, give you a further sense of what is expected of an academic essay.

4.1.2 Analysing an essay title

When you choose an essay title, you should first analyse it. A good way to start is to pick out the key words. These fall into two categories: content-related words and procedure-related words.

- Content-related words - the words which signal to you what you should write about
- Procedure-related words - the words which indicate how you should write about it

For example in the title: ‘Pressure groups have never successfully affected government policy’. Evaluate this statement with reference to at least three pressure group campaigns from the last five years. The key content words are: pressure groups; government policy; successfully; three campaigns and last five years. The key procedure word is: evaluate

The content words set the parameters on what you can write about. The procedure words control your approach. Sometimes questions do not include any procedure words, in which case you will probably need to ensure that you cover the relevant background information/facts, and include analysis and evaluation of them.
### 4.2 Some key procedure words

<table>
<thead>
<tr>
<th>Account for</th>
<th>give a good explanation of something and evaluate (possible) causes/reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>examine the topic by dividing it into parts and looking at each part in detail; form judgements about each element and the whole</td>
</tr>
<tr>
<td>Argue</td>
<td>provide reasons for and / or against something, in an appropriate order, citing evidence, which may be other people’s research, or other kinds of facts / information</td>
</tr>
<tr>
<td>Assess</td>
<td>judge the significance of something, referring to the special knowledge of experts wherever possible (i.e. referring to / quoting from other people’s work)</td>
</tr>
<tr>
<td>Comment on</td>
<td>give your own opinion about something, supported by reasons and evidence</td>
</tr>
<tr>
<td>Compare</td>
<td>examine one thing in relation to something else, to emphasise points of difference or similarity</td>
</tr>
<tr>
<td>Contrast</td>
<td>explore the differences between two things</td>
</tr>
<tr>
<td>Criticise</td>
<td>give your judgements about the good and / or bad qualities of theories / opinions supporting your decisions with reasons &amp; evidence</td>
</tr>
<tr>
<td>Define</td>
<td>explain the exact meaning of a word or phrase</td>
</tr>
<tr>
<td>Describe</td>
<td>give a full account or detailed representation of something</td>
</tr>
<tr>
<td>Discuss</td>
<td>consider something by writing about it from different points of view with supporting evidence</td>
</tr>
<tr>
<td>Enumerate</td>
<td>list and mention items separately in number order</td>
</tr>
<tr>
<td>Evaluate</td>
<td>calculate the value / effectiveness of a theory / decision / object etc., including your own opinion, and supporting each point with evidence</td>
</tr>
<tr>
<td>Explain</td>
<td>give reasons for or account for something, so it is clear / easy to understand</td>
</tr>
<tr>
<td>Illustrate</td>
<td>use examples or diagrams to explain something</td>
</tr>
<tr>
<td>Interpret</td>
<td>give your own opinion of the significance of something (give reasons / evidence wherever possible)</td>
</tr>
<tr>
<td>Justify</td>
<td>give good reasons for decisions or conclusions, perhaps by referring to other texts</td>
</tr>
<tr>
<td>Outline</td>
<td>give the main features, facts, or general idea of something, omitting minor details</td>
</tr>
<tr>
<td>Prove</td>
<td>show something is accurate/true/valid by using facts, documents and / or other information to build your case</td>
</tr>
<tr>
<td>Reconcile</td>
<td>show how apparently conflicting things can appear similar or compatible</td>
</tr>
<tr>
<td>Relate</td>
<td>establish how things are connected or associated, how they affect each other or how they are alike</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Review+/85</td>
<td>to examine an area and assess it critically</td>
</tr>
<tr>
<td>Show</td>
<td>explain something giving evidence or examples to establish a strong case</td>
</tr>
<tr>
<td>State</td>
<td>put something clearly and concisely</td>
</tr>
<tr>
<td>Summarise</td>
<td>give a brief, concise account of the main points of something (leaving out details)</td>
</tr>
<tr>
<td>Trace</td>
<td>follow the cause or stages in development of something from its start</td>
</tr>
</tbody>
</table>


### 4.2.1 Planning your essay

Many people go wrong when planning essays because they assume they need to read a lot before they start to plan. The problem with this is they rapidly acquire a lot of information which is very difficult to organise, and the more they read, the worse it gets! A way of approaching your essay that avoids this problem is to follow the sequence below.

1. Analyse the title: what does it require?
2. Find out the essential information; check any words in the title you do not understand in a general reference book like an encyclopedia or a reference text for your discipline.
3. Start to plan the structure of your essay. You should see what the question needs you to put in your essay. Then when you do start to read in earnest, your reading will be much more focused.

Some ways of starting to structure your essay could include:

- talk the title through with a friend (but be careful to ensure that the final work is your own and that you do not collude preparing and writing the essay)
- talk it through to yourself
- start to write (but remember that at this stage, you will need to be prepared to scrap most of what you’re writing)
- draw a ‘mind map’. Write the main areas of your essay
in the centre of a large sheet of paper. ‘Brainstorm’ ideas connected with them, drawing in lines to show how they connect, and annotating the connecting lines. Add more ideas in bubbles as they occur to you, till you have a map of your essay, with all the ideas linked.

- draw a ‘flow diagram’, which is a series of boxes connected to one another, with a stage of your argument in each box.

You could try all these things; you can try them in any order. You can also repeat them at a later stage if you feel your essay is going off the rails a bit.

As you plan, start thinking about:
- what areas are very complex
  - what areas need developing more
  - what areas need an example or illustration
  - what areas need references

4. The next stage is to read, because you should be much clearer about what you need to find out from the texts. This will save you a considerable amount of time and make your reading much more effective. Because you are searching for something specific, you are more likely to recognise it when you find it. Do not spend too long reading. Make sure you allow time for writing the essay. People probably learn as much from the process of writing as they do from reading, as it’s the time you really make sense of the new ideas.

5. You are ready to write a draft essay now. First though you may need to re-plan it in the light of your reading. Changing your plan is fine, as it proves you have learnt from the reading! When you are drafting, it is more important to write something than to get it perfect. If there are any real tangles, leave them for the time being; they may be clearer later.

6. Revise your draft and be quite ruthless in editing if necessary.

7. When you are happy with the content of your essay (or when you have run out of time!) make sure you proof-read your essay. This is very simple, does not take very long, but is polite to the marker, shows you care about your work, and it can positively influence the mark you get!

Proof-reading should focus on the following:
- Spelling: Sit down with a dictionary and a ruler and work
through your essay line by line backwards, starting at the end, using the ruler to focus on each word. If you are word processing, use a spell-check. Even so, you will need to check your essay for ‘typos’, such as ‘fro’ instead of ‘for’ and ‘form’ instead of ‘from’, which your computer will not spot.

- Punctuation: Read the essay aloud, slowly, as if you were giving a speech. In particular check for mistakes with apostrophes and run on sentences.
- Favourite errors: Most of us have words that we always spell wrongly and perhaps other ‘favourite’ errors as well. Compile a list of your personal ones to use when you proof-read.

8. Hand your essay in ... on time!

4.2.2 Writing introductions

Your introduction can be written last of all. There are several ways you can approach an introduction:

1. ‘This is what I’m going to tell you…’

Your introduction can be a ‘map of the essay’ for the reader. This means you will list the key stages of your essay, so your reader knows what to expect in what order. This is particularly useful for longer assignments, as it prepares the reader and helps them to follow your arguments.

For example: This essay will describe the arguments around X, and evaluating the evidence for and against it. The approach taken will be predominantly A, but will also include consideration of the perspective B and C. A review will be undertaken of the effects of X in the context of M and L, and conclusions based on the recent research in this area published by Z.

2. Your introduction can be a summary of you main point, i.e. a ‘thesis statement’. In a short essay this can be a sentence or two. For example: In this essay it will be argued that X is Y. The evidence for this is A, B, and C. The counter-evidence offered by P, is inconsistent with P’s later claims and this will be discussed in the course of this essay. It is also proposed that when X is treated as Y, it can be applied in effectively and efficiently in context O
3. ‘Why is this an interesting question?’

You can use the opening paragraph to discuss why this is a worthwhile question to ask and to answer. This is a sophisticated opening, showing the extent to which you understand the context of the question. For example: The question of X has attracted considerable controversy recently. This is because of Government Acts 1 and 2, passed in 2014. Changes in the context have also focused attention on X, and with current changes in the distribution of funding, the role of X in society is becoming increasingly significant.

There is no reason why, for a longer essay of 5000 words or more, you should not use all three of these introduction styles. The best order is probably: 2 (statement of argument / abstract), 3 (why this is an interesting question), and then 1 (this is what I am going to tell you). For shorter essays, choose one, or reduce them all to a sentence or two.

4.2.3 Writing Conclusions

Many students find conclusions difficult. Again, there are several models you can choose from:

1. ‘This essay has demonstrated ...

This is probably the simplest way to finish your essay (and the one most people opt for in exams). You simply summarise the content of your essay, drawing attention to your main points. The disadvantage with this is that for a relatively short essay, your reader will probably still remember what you told them; it adds little to your essay, it’s just a way of stopping! However, if your essay is longer than perhaps 4,000 words, it is always worth including a short summary. The reader can refer to it if they have missed any of your main points. For example: This essay has discussed X, Y, and Z.

2. ‘In response to the question...

If you have so far described the arguments for and against a particular point of view, you can use the conclusion to give your own perspective and explain why you hold it. You need to be careful, because the conclusion is not a good place to introduce new information. It’s better to evaluate information you have already given earlier in the essay. If you find yourself tempted to introduce new ideas, you can go back and build them in to your essay. For example: There are strong arguments supporting X and Y. However, the arguments for Z perhaps carry more weight. This is suggested in
particular by factors A, B and C.

3. ‘Where this essay could go next’

When someone completes a research paper, they usually end by suggesting what the next person to do research in that area needs to look at. This again is a sophisticated ending, to be used if you are fairly confident about the topic you are writing about, but to be avoided otherwise, because it can also expose what you don’t know!

To use this approach in your essay, you could identify ‘gaps in current knowledge’, for example: Although there is considerable knowledge about A, and its effect on B, there is as yet little information about the effect of A on C, particularly from the perspective of D. Until more is known about this area, conclusions must remain tentative.

Again, you might choose one of these endings for a shorter essay, and a combination of several, or all of them for a longer piece of work, like a dissertation.

4.2.4 Tips on the content

- As we have discussed already, an argument (i.e. a point of view), a claim, or an attitude you want to support/prove/explain should be at the centre of your essay. Try to keep the focus on your argument throughout your essay. Do not get sidetracked or wander off the main point.
- Be aware of other points of view. You only have to think about the different beliefs people held 100 years ago, or that people from different cultures hold, to realise that different points of view can be held on absolutely everything. You need to acknowledge this diversity and comment on why you hold the view you do. Use appropriate examples and illustrations to support your points. These really help to give weight to your ideas.
- Identify relations between different facts/ideas; make comparisons, point out contrasts and draw analogies as appropriate.
- Give your evidence, and weigh it up, pointing out any flaws or ambiguities in it.
- Try to keep every sentence you write relevant to the overall direction of your essay. This is very hard at first, but it gets easier with practice.
4.2.5 Tips on style

- Avoid the use of ‘I’, ‘me’, ‘my’ etc.
- Use appropriate terms and linguistic structures to signal the stages in your argument, for example, ‘however’, ‘despite the fact that’, ‘an additional example is’, and so on. This is called signposting, and helps your reader to follow your reasoning processes.
- You will not be expected to write like a professor in your discipline after only a year or two studying it in higher education, so do not worry if your essays do not read like your text books or journal articles. However, you should be trying to use the appropriate vocabulary; it may be helpful to start a checklist of the words associated with a certain topic, together with short definitions.
- Writing a good academic essay will probably require you to learn a new way of presenting information. The important thing is that you are clear, relevant, and don’t make generalisations you cannot support, either with quotations or with other evidence. You should also look at the relevant section in the departmental handbook on referencing.

4.2.6 What do markers look for?

Many students do not have much idea what markers are looking for in answers. Broad criteria are given below;

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a third</td>
<td>a grasp of the basic issues demonstrated; attempt to relate the material to the essay question; largely descriptive but some evidence of reading; some understanding of relevant theory, but perhaps some main points missed out, or interpreted inaccurately</td>
</tr>
<tr>
<td>a 2.2 (Lower second class)</td>
<td>a good description of the topic, perhaps without much analysis or critical thinking; an adequate structure; an evaluative conclusion; question analysed and most material relevant to the question; use of some appropriate theoretical model/s</td>
</tr>
</tbody>
</table>
The main difference is between the ability to ‘regurgitate’ information (which probably will not earn you above a 2.2), and the ability to analyse your knowledge, to put it into context, and to see the implications of your argument (which are the expectations of a piece of work gaining a 2.1 or a 1st).

4.2.7 Self-assessment sheet

Self-analysis and self-assessment is the best – perhaps really the only - way to improve your work. The checklist below is for your personal use; you do not have to show it to anyone else.

Checklist for essay self-assessment

<table>
<thead>
<tr>
<th>Content</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Background reading</td>
<td>□ Proof reading</td>
</tr>
<tr>
<td>□ Understanding of topic</td>
<td>□ Sentence structure</td>
</tr>
<tr>
<td>□ Understanding of theoretical issues</td>
<td>□ Spelling</td>
</tr>
<tr>
<td>□ Relevance of answer to question</td>
<td>□ Cohesion (flow, pointing out connections between stages of argument)</td>
</tr>
<tr>
<td>□ Introduction</td>
<td>□ Paragraph structure (length, organisation)</td>
</tr>
<tr>
<td>□ ‘Thesis’ statement</td>
<td>□ Appropriate use of terminology</td>
</tr>
<tr>
<td>□ Clear argument</td>
<td></td>
</tr>
</tbody>
</table>
5 First Year Study Skills tutorials and workshops

The Study Skills tutorials and workshops aim to give you a firm sense of academic standards and conventions specific to the disciplines you are studying. You will undertake a set of compulsory tutorials and workshops across the year to help develop your skills of essay-writing, referencing, reading, oral presentation, and note-taking. These sessions will also allow you to develop your understanding of the research process and ethics in research. The workshops have been specially designed for our students by the College’s Centre for Educational Development and Support. These sessions combine practical instruction, examples of good practice, and small-group exercises. Here you’ll be able to forge a stronger sense of how we mark your essays and what we expect of you in terms of essay structure and argumentation. The tutorials are small-group sessions facilitated by your Personal Adviser. These will be informal and student-led — the aim is to respond to specific concerns and needs as they arise. You are also required to meet your Personal Adviser for a one-to-one personal progress review in the final week of each term. Here you’ll be given feedback on your overall academic performance and receive advice on how to improve your grades.

There is a Moodle page for the Study Skills sessions. Lecture slides used for the workshops will be posted week-by-week and you’ll also find electronic versions of reading material for tutorials.
## 5.1 Schedule

### Autumn Term (2016/17)

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Session</th>
<th>Provisional Topics</th>
<th>Session Leader</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>w/c 19th September</td>
<td>Personal Adviser Tutorial</td>
<td>Managing Your Workload</td>
<td>Personal Adviser</td>
<td>Personal Adviser's Office</td>
</tr>
<tr>
<td>(Welcome Week)</td>
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<tr>
<td>Thurs 29th September</td>
<td>Workshop</td>
<td>Note Taking</td>
<td>CeDAS</td>
<td>Jane Holloway Hall</td>
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<td>1.00pm – 2.00pm</td>
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<tr>
<td>Thurs 6th October</td>
<td>Workshop</td>
<td>Avoiding Plagiarism and Using Academic Sources</td>
<td>CeDAS</td>
<td>Jane Holloway Hall</td>
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<td>1.00pm – 2.00pm</td>
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<tr>
<td>Thurs 13th October</td>
<td>Workshop</td>
<td>Referencing and Bibliography</td>
<td>Library Information Consultant Sian Downes</td>
<td>Jane Holloway Hall</td>
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<td>1.00pm – 2.00pm</td>
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<tr>
<td>Thurs 20th October</td>
<td>Workshop</td>
<td>Essay Writing 1 (including marking criteria and marking process)</td>
<td>CeDAS</td>
<td>Jane Holloway Hall</td>
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<tr>
<td>1.00pm – 2.00pm</td>
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<tr>
<td>Thurs 27th October 1.00pm – 2.00pm</td>
<td>Workshop</td>
<td>Essay Writing 2 (including reading and using journal articles)</td>
<td>CeDAS</td>
<td>Jane Holloway Hall</td>
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<tr>
<td>w/c 7th November</td>
<td>Personal Adviser Tutorial</td>
<td>Making the Most of Feedback</td>
<td>Personal Adviser</td>
<td>Personal Adviser’s Office</td>
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<tr>
<td>Thurs 17th November 1.00pm – 2.00pm</td>
<td>Workshop</td>
<td>Accessing and Interpreting Online Feedback (Moodle and Turnitin)</td>
<td>CeDAS</td>
<td>Jane Holloway Hall</td>
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<tr>
<td>w/c 5th December</td>
<td>Personal Adviser One-To-One Session</td>
<td>Progress Review</td>
<td>Personal Adviser</td>
<td>Personal Adviser’s Office</td>
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**Spring Term (2016/17)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Session</th>
<th>Provisional Topics</th>
<th>Session Leader</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Thurs 19th January 1.00pm – 2.00pm</td>
<td>Workshop</td>
<td>Career Ideas, No Idea?: Thinking Towards the Future</td>
<td>Careers and Employability Service – Rae Roberts</td>
<td>Jane Holloway Hall</td>
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<tr>
<td>Thurs 16th March 1.00pm – 2.00pm</td>
<td>Workshop</td>
<td>Exam Skills</td>
<td>CeDAS</td>
<td>Jane Holloway Hall</td>
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<tr>
<td>w/c 24th April</td>
<td>Personal Adviser One-To-One Session</td>
<td>End of Year Review</td>
<td>Personal Adviser</td>
<td>Personal Adviser’s Office</td>
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**19th September 2016: Managing your workload**

Students often find it difficult to manage their workload. During this tutorial, groups will discuss the nature of undergraduate study and
develop strategies for better workload management. Your personal
tutor will ask about forthcoming deadlines and how you’ll go about
structuring your time to meet them. Discussion may then turn to the
reading for this week, available on Moodle: what are the problems
involved in ‘getting started’ with writing?

29th September 2016: Note-Taking

This one hour workshop will focus on note-taking during lectures and
whilst reading. A short extract from a Criminology lecture will be used
so that students can practice and reflect upon their approach to
note-taking during lectures, and then a range of strategies for
effective note-taking will be considered. In the second half of the
workshop a ‘dummy’ essay question, reading list, and a passage from
a text will be used to consider effective ways of taking and using
notes from academic texts.

Reading

Becker, Howard (1986) ‘Writing: the problem of getting started’, in
[Available on Moodle].

6th October 2016: Avoiding plagiarism and using academic sources

Plagiarism is a serious academic offence and can lead to the
termination of your College registration. This one hour workshop
clearly sets out what does and does not constitute plagiarism. This
session will also explain good academic practice in the use of
quotations and paraphrasing. Conventions concerning academic
referencing will be introduced. Finally, the workshop leader will ask
students to think about effective use of academic sources in essays
and arguments. Students will be led through examples and get the
opportunity to practice the skills they develop in the workshop.

13th October 2016: Referencing and Bibliography

You are expected to reference each piece of assessment with details
of your sources. Different referencing systems are used for different
disciplines and you will be introduced to the referencing system
relevant to your programme. Each assessment should also contain a
bibliography at the end again with full details of your sources. This
session will be led by the School of Law Library Subject Specialist who
will explain the various rules for referencing and presentation of
bibliographies. It is very important that you attend this session as presentation is part of the marking criteria used to assess written work.

**20th October 2016: Essay-Writing 1**

Running in consecutive weeks, the aim of these two sessions on essay-writing is to help students develop their essay-writing skills and to better understand how academics use the marking criteria to grade student work. This includes focusing on a ‘dummy’ essay question. Students will be taken through the process of essay-writing and will focus on understanding/analysing the question, generating ideas and planning and reading, before thinking about what makes an effective beginning and ending of an essay.

**27th October 2016: Essay-Writing 2**

Successful essay writing is key to getting a good mark on your degree. This session continues to help students develop effective essay writing strategies by building on the principles introduced last week (see above). Session 2 will focus on how to achieve focused and coherent writing: it will look at paragraph structure, and how to ‘manage readers’ expectations’ via signalling and references to the question being asked, and how to develop strong step-by-step arguments. It also looks at the area of ‘authorial voice’ – i.e. making students aware of the need to distinguish their own voice from those of the academic sources they utilize. This session will also include advice on how to read journal articles and incorporate this into academic writing. Students will have the opportunity to ask any questions they have about essay-writing. Please note: it is important that you attend both sessions on essay writing.

**7th November 2016: Making the Most of Feedback**

In this session students will enter into a dialogue with their Personal Adviser about the purpose of feedback, the various methods of feedback offered across their programme and how to make the best of feedback. In particular how to use feedback to ‘feed forward’ in to their next piece of assessment by recognizing expected standards, goals and marking criteria. This is also an opportunity for students to discuss any formative feedback received to date and strategies to help move from their current performance to their desired performance.
**17th November 2016: Accessing and Interpreting Online Feedback**

In this session students will be taken through the various features of Turnitin used for online marking and in particular the various forms of feedback available for a single piece of assessment. The session will also reinforce how students can best make use of online feedback.

**Week commencing 5th December 2016: One to One Progress Review**

The final meeting of the term with your personal tutor will be a personal progress review. You should come to this meeting with a selection of marked essays and feedback sheets so that you can discuss your progress. Before the meeting with your personal tutor, it would be useful for you to re-read the feedback you have received on your essays so far in order to determine whether markers are highlighting similar points – if so it would be useful for you to prioritize focusing on these. During this meeting, your personal tutor will ask you how you have found the first term and whether you have set yourself any particular areas to develop for the next term. These will depend on you and your progress to date but might include essay writing, referencing or managing your workload, for example.

**19th January 2017: Career Ideas, No Idea?: Thinking Towards the Future**

This session will be led by the school of law career consultant and will focus on the first steps to deciding how your particular strengths and skills could be used to determine a suitable career path and how to make initial enquiries and research your chosen area of interest. You will also have an opportunity to arrange one-to-one sessions with the College Careers and Employability Service throughout the academic year.

**16th March 2017: Exam Skills**

This session is intended to help you to devise strategies for revision and exam preparation. Students often struggle with time management during examinations and failure to answer all questions in full could result in a poor mark. This CeDAS session will provide an opportunity for you to discuss any exam anxieties and to receive practical support and advice on how to prepare for examinations at higher education level. It is important that you attend this session.
**Week Commencing 24th April: End of Year Review**

This session is a further opportunity for you to discuss with your personal adviser any issues that have arisen during the year which may have affected your academic performance and how these can be addressed for the next academic year. This is also an opportunity to review your performance based on your grades to date. It is important that you attend one of these sessions which will be scheduled throughout the week.