

Arts and Humanities Seminar

Section A: Headline Information	
Module title	Arts and Humanities Seminar
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Programme Board Chair
Parent programme(s) the plural arises if there are embedded programmes to be validated.	BA (Honours) in Arts and Humanities
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, team teaching, seminars, group work, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant s involved in the module or in closely cognate areas.
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture hall with internet access, round tables for group work, access to library and computer resources.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:10	4	1:10				97 Directed study and reading 45 Self-directed study and reading 45 1. Writing of Journal (Fortnightly) 2. A written piece comparing texts from at least two disciplines.			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

The *Arts and Humanities Seminar* introduces learners to disciplinary perspectives and interdisciplinary discourse. It builds on the *Academic and Digital Skills* module by showing how these skills are utilised in the specific discipline areas in the BA (Hons) in Arts and Humanities. It introduces learners to, and prepares them for, an appreciation of the Humanities as a domain of multi and inter-disciplinary discourse and inquiry into the human condition. The module enables learners to understand how the individual discipline areas in the programme discuss key themes and issues that reflect the College's vision as an institution with a specific focus on social justice and civic engagement.

	<p>The module also provides an introduction to the interdisciplinary, complementarities and integrated learning possibilities of the discipline areas. This is done through developing the skills of reading, listening, writing, and speaking through a process of collaborative learning and individual study. Finally, the module will aid learners in thinking about their choices in the disciplines in which they might major.</p>
<p>Module Aims and Objectives</p>	<p>The aim of this module is to:</p> <ul style="list-style-type: none"> - To help learners understand how disciplinary frameworks shape the manner in which topics and themes are addressed within a discipline; - To show learners the interdisciplinary potential and possibilities of a humanities' enquiry; - To enable learners to make informed choices about the disciplines they might pursue through their degree.
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Understand and the frameworks of the individual disciplines to a specific topic (MIPLO 1,2,3) 2. Participate in interdisciplinary learning and enquiry (MIPLO 2, 3, 5, 8) 3. Engage with subject material using the research skills developed in the <i>Academic and Digital Skills</i> module (MIPLO 4, 6, 7, 8).
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
<p>Module Content, Organisation and Structure)</p>	<p>The module is delivered via lectures and small group seminars. Lectures are used to exam the nature of an academic discipline and the paradigm in which it is framed. Seminars are used to exam a theme from disciplinary perspective and to develop inter-disciplinary discourses around the theme. Different themes are chosen for each iteration of the module. Learners will explore a theme common to all of the disciplines within the degree. The theme of the module will be different each year and will be determined by the learners in collaboration with the module co-ordinator. Individual discipline lecturers will offer approaches to the chosen topic from a disciplinary perspective, and learners will be invited to respond through class participation and group exercises designed to foster the key Humanities values of collaboration, listening, and discourse. This module is fluid in its approach to topics, and will be alert to issues and themes in contemporary culture. This flexibility is core to the module; it is to demonstrate how the Arts and Humanities can provide responses to contemporary experience.</p> <p>Sample Themes could include (for instance):</p>

	Homelessness, Refugees/Migration, Addiction, Social Media and Media Environments, Prison Systems, Environmental Ethics and Challenges, Human Rights, Uses of language in popular or political discourse, as well as other current themes in contemporary culture that chime with the aim of the programme to explore major ideas, events and beliefs in Western Culture (and beyond).
Module Teaching and Learning Strategy	Discipline lectures will have a two week block to address the chosen topic, or lectures may choose to co-teach over their shared block of weeks. As the module requires a flexible approach to the topics under consideration, instructors on the course will agree a schedule and clearly articulated teaching strategy in advance of the commencement of the module. Any adopted module teaching strategy will aim to foster dialogue between lecturers and learners so as to encourage learning in a coherent but adaptable manner.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Learners will be required to use resources available on the Moodle VLE.
Specifications for Module Staffing Requirements	The module requires the participation of at least one lecturer from each of the five core disciplines.
Module Summative and Formative Assessment Strategy	The module requires that learners develop skills and competencies that are linked to learner development through the Stages of the programme and the ultimate achievement of the programme learning outcomes, including listening, writing, discursive critical analysis and self-reflection. Over the course of the module, learners will complete: <ul style="list-style-type: none"> - A Reflective Journal as a formative and summative mode of assessment, worth 75% MLO 1,2; - A written piece comparing texts from at least two disciplines on the topic (c. 750 words), worth 25% MLO 3.
Sample Assessment Materials	<ol style="list-style-type: none"> 1. Write a reflective journal (fortnightly) on the topic of homelessness discussing how each of the specific discipline areas have influenced or formed your views on this topic (five entries into the Journal). 2. A written piece comparing texts from at least two disciplines on the topic (c. 750 words).
Reading Lists and Other Information Resources	<p>Essential Reading: To be determined by the lecturers.</p> <p>Other Reading: Leslie, Stevenson ed., <i>Thirteen Theories of Human Nature</i> (Oxford: OUP, 2017).</p> <p>Essential Viewing: To be determined by the lecturers.</p>
Module Physical Resource Requirements	Lecture Hall, Computer and Projector.