

TEACHING MODULES INFORMATION

EMJMD WACOMA (academic year 2018/19)

1.	Module Title: Literature review
2.	Module Code: (not necessary yet)
3.	Maximum Number of Students: 24
4.	Total ECTS Credits: 2 ECTS
5.	Month: Second Year
6.	<p>Notional Learning Hours (Please fill a number in box): (a) Contact Time - e.g in the classroom, or fieldwork (b) Private Study - reading time, preparing and taking assessments</p> <p>Format of Teaching:</p> <p>Lectures 4 Hours (a) Other (computer workshops) 4 Hours (a) Other (workshops) 4 Hours (a) Other (Private study)36 Hours (b)</p> <p>Teaching Strategy: Theory and practice will be interconnected through “learning-by-doing”. The theoretical lectures will set the basis for a comprehensive reading and summarizing of scientific documents, which will be put into practice during the computer workshops and workshops.</p>
7.	Convener: Irene Laiz / José Antonio López López
8.	Institution: University of Cadiz
9.	Level (Please tick Y): Master degree
10.	Language(s) of Tuition: English
11.	Pre-requisites: It is advisable, but not mandatory, that students know how to search scientific documents.
12.	Co-requisites: None
13.	Programme(s) for which module is core: Erasmus Mundus Joint Master Degree in Water and Coastal Management (WACOMA)

14.	<p>Module Description - The Purpose or Aims:</p> <p>The main objectives of this module are as follows:</p> <ul style="list-style-type: none"> - Learn how to read scientific literature (research papers and /or technical documents) in a comprehensive way and how to identify the central ideas. - Learn how to extract relevant information from a scientific text - Learn how to summarize the contents of a scientific document for (a) the scientific community and (b) the general public.
15.	<p>Learning Outcomes:</p> <p>After completing this module, students should be able to:</p> <ul style="list-style-type: none"> - Understand a scientific document, decide whether it is relevant to their work, and discern whether it is accurate and of high quality. - Extract the most relevant information from it. - Broadcast the contents of a scientific document to (a) the scientific community and (b) the general public, in a clear and understandable way.
16.	<p>Summary of Course Content:</p> <ol style="list-style-type: none"> 1. How to screen a scientific document. 2. Understanding the document's approach. 3. First reading. 4. Thorough reading: understanding the full story. 5. Summarizing the key contents: (a) for a scientific public, and (b) for the general public.
17.	<p>Key Skills Taught:</p> <p>Scientific reading and writing.</p>
18.	<p>Assessment Methods:</p> <p>The final grade will be based upon the following evaluation components:</p> <ol style="list-style-type: none"> 1. Class attendance 2. Students will be given a scientific document (research article and/or technical report) to read and summarize for (a) the scientific community and (b) the general public, in a clear and understandable way. 3. Oral presentation of the written work prepared in point 2 above.

19.	<p>Assessment Criteria: A successful candidate should have or be able to do the following:</p> <p>Threshold A basic understanding of the appropriate science and modelling approach and a reasonable understanding of the model results and their implications.</p> <p>Good A good understanding of the science and correct model results which are presented and interpreted to a good standard, with some reference to independent literature data and results.</p> <p>Excellent A good to excellent understanding of the science and correct model results which are presented and interpreted to a high standard, with plenty of references used for comparisons and to critically evaluate the results.</p>
20.	<p>Resource Implications of Proposal and Proposed Solutions: <i>(Recommended Bibliography: compulsory, optional, other sources of information)</i></p> <p>https://www.fecyt.es/es/recurso/web-science</p> <p>https://www.fecyt.es/es/recurso/scopus</p> <p>https://www.sciencedirect.com/</p> <p>http://www.d.umn.edu/~jpierce/documents/Reading.htm</p> <p>Specific Resource Implications for Students:</p> <p>Computers with internet access should be available at all classes. Students can use their own laptops. Students need access to Science Direct, Web of Science and/or Scopus.</p>
21.	<p>Does this module replace existing provision? If so, please indicate modules to be replaced: The module fits in the area of “transferable soft skills”</p>
22.	<p>Start Date: Second year</p>
23.	<p>Is it intended that the module be available every year? Yes</p>