

UNIVERSITY OF WALES: TRINITY SAINT DAVID

Academic and Employability Skills

BMSW4001

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I am Maria, young, positive and dreaming person. It is with great desire that I started university so that I can develop in the future. Mr. Allen's module impressed me from the beginning. I like the fact that I had the opportunity to find out what skills I had and what I needed to improve. From the first week of university, Mr. Allen asked us to write down what skills we have done and what we need to work on, namely academic and employability skills.

On the second week of university I learned what is a clause.

A clause consists of subject + verb (possibly + Object or complement), possibly plus adverbial. Also, I know how to analysing a clause. It involves the division of longer sentences into their constituent clauses: for example, the analysis of the complex sentence When they arrived, they found that there was not enough food into: they found (main or principal clause); when they arrived (subordinate adverbial CLAUSE of time, modifying the verb found). He gives us different examples to understand what is subject, verb, object, transitive/intransitive verbs, the adverbial and the complement.

The subject is the person, idea or place thing that is doing or being something. An example: The Queen visited Wales yesterday. 'the queen' is the subject. Traditionally the subject is the word or phrase which controls the verb in the clause, that is to say with which the verb agrees.

The verb is an action, or occurrence, state, and forming the main part of the predicate of a sentence, such as become, hear, happen. For example: The Queen visited Wales last week. 'Visited' is the verb.

The object is the person or thing receiving the action described by verb. For example: The Queen visited Wales yesterday. Here the object is 'Wales'. Also, I know that to don't put any other words between the verb and the object.

In linguistics, an object is any of several types of arguments. In subject-prominent, nominative-accusative languages such as English, a transitive verb typically distinguishes between its subject and any of its objects, which can include but are not limited to direct objects, indirect objects, and arguments of ad positions (prepositions or postpositions); the latter are more accurately termed oblique arguments, thus including other arguments not covered by core grammatical roles, such as those governed by case morphology (as in languages such as Latin) or relational nouns.

Transitive verbs must have an object. The word "transitive" sounds pretty complex, but in reality, identifying a transitive verb is not that difficult. Transitive verbs simply express an action and are followed by a direct object (thing or person that receives the action of the verb). An example: Maria sent (transitive verb) a gift (direct object) from Bulgaria.

Intransitive verb, an intransitive verb does not allow a direct object. This is a distinctive from a transitive verb, which takes one or more objects. The verb property is called transitivity. Intransitive verbs are often identified as those that can't be

followed by who or what. For example: Huffing and puffing, we arrived at the classroom door with only seven seconds to spare. 'Arrived' is the intransitive verb in this sentence. Betty went to the campus cafe for a steaming bowl of squid eyeball stew. Went is the intransitive verb in this sentence.

A verb can be described as transitive or intransitive based on whether it requires an object to express a complete thought or not. A transitive verb is one that only makes sense if it exerts its action on an object. An intransitive verb will make sense without one. Some verbs may be used both ways.

The complement is a word, phrase, or clause that is necessary to complete the meaning of a given expression. Complements are often also arguments. There are indicative as well as non-indicative complements in languages. Non-indicative complements follow the appropriate complementizers. For example: The Queen is the Head of State in the United Kingdom. 'Head of State' is the complement in this sentence. Another example: Maria is a student in London. 'a student' is the complement in the sentence.

An adverbial is a word or a group of words that modifies or more closely defines the sentence or the verb. For example: The Queen visited Wales yesterday. The question is 'When' so the adverbial is 'yesterday'. Another example is: Maria is a student in London. The question is 'Where' so the adverbial is 'London'.

In the week three we study: Time management & Employability skills.

Good time management allows you to accomplish more in a shorter period of time, which leads to more free time, which lets you take advantage of learning opportunities, lowers your stress, and helps you focus, which leads to more career success. Each benefit of time management improves another aspect of your life.

On the other hand, Study time allocation is a core aspect of metacognitive control. It refers to the process whereby learners allocate their own subjective effort and attention, and it reflects the individual's ability to understand the learning task and to choose how to engage with it.

Employability skills are the essential skills, personal qualities and values that enable you to thrive in any workplace.

These are also called 'enterprise skills', 'communication skills' or 'workplace skills'. Employability skills include things like: Good communication, Motivation and initiative, Leadership Reliability/dependability, Following instructions, Team work, Patience Adaptability, Emotional control, Resilience,

You can build your employability skills through participation in: paid work, unpaid work and volunteering, sport and other hobbies, community or other group activities.

How do you demonstrate these skills to employers?

All employers value these skills. In your job application you should highlight examples of when you used these skills. You should also explain how these skills can benefit the business and make you the best candidate for the job.

For example, you might outline how you pride yourself on your excellent time management and organisational skills.

You could explain that this means that all your school work is delivered on time and completed to a high standard.

You can also demonstrate your employability to employers through how you conduct your job search. Here are some examples of your employability skills in action: When you contact employers about jobs you are demonstrating your communication skills and showing initiative and motivation. Another example: When you show up to an interview prepared and on time it demonstrates your reliability and ability to follow instructions.

In week 4 we learned what is a self-reflective learner's journal.

Self-reflection or introspection means self-observation and report of one's thoughts, desires, and feelings. It is a conscious mental process relying on thinking, reasoning, and examining one's own thoughts, feelings, and, ideas. It is contrasted with extrospection, the observation of things external to one's self.

In the past years, there has been a growing interest in introspective or self-reflecting methods, such as the "thinking-aloud" interview or stimulated recall, in which a subject engaged in a task, speaks his/her thoughts aloud. This allows studying thoughts without influencing the subject to think too long of what he/she is asked, for example, in questionnaires. Further, written forms of self-reflection are learning diary, learning protocol, and portfolio. From the perspective of learning psychology and educational science, these approaches.

In week five we were talking about academic writing: paraphrasing.

Paraphrasing is writing the ideas of another person in your own words. Paraphrasing is useful when you are using the work of others to support your own view. When paraphrasing, you need to change the words and the structure but keep the meaning the same. Please remember, though, that even when you paraphrase someone's work, you must acknowledge it by providing a reference.

Sometimes you only need to paraphrase the information from one sentence.

Here are some examples of paraphrasing individual sentences:

Original: Her life spanned years of incredible change for women as they gained more rights than ever before.

Paraphrase: She lived through the exciting era of women's liberation.

In week six we learn about academic writing: summarising

What is summarising?

Summarising is an important skill in academic writing. It enables you to extract the most important points from a text and rewrite them in your own words, in a shortened form. Such skills are invaluable when you are note taking and researching for an essay. Being able to write a good summary also demonstrates that you have fully understood the text you are reading.

Why do we need to summarise information?

It helps students learn to determine essential ideas and consolidate important details that support them. It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.

What are the techniques used?

You can use several different writing techniques to make your writing more engaging and exciting- and keep your audience reading until the end of your piece. For example: Alliteration and assonance; Hyperbole; Metaphors; Similes; Personification; Foreshadowing.

A summary: a short clear description that gives the main facts or ideas of a text / passage / lecture, etc.

Also, we summarise to report the ideas or work of another writer in our own work.

In week seven and eight we were talking about referencing.

What is referencing?

Referencing means acknowledging your source: in the body of your work (in-text referencing or citation) AND. linking your citations to your list of works cited (also reference list or bibliography). See the glossary for the full explanation of these terms and the referencing style guides for stylistic information.

The overarching principle in referencing or citing is that readers should be able to follow your sources if they are interested in finding out more about a topic and that you

should acknowledge other authors whose ideas or information you have used.

For example: Books & e-books; Journal Articles; Newspapers; Internet / Websites; Lecture Notes; Theses; Legislation; Conference Proceedings; Personal Communications; Multi-media materials; Company Information; Patents and Standards; Encyclopedia entries; Image/Photograph/Table/Artwork

What is plagiarism?

Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work. Plagiarism is considered academic dishonesty and a breach of journalistic ethics.

Global plagiarism means taking an entire work by someone else and passing it off as your own. If you get someone else to write an essay or assignment for you, or if you find a text online and submit it as your own work, you are committing plagiarism.

Verbatim plagiarism

You commit verbatim plagiarism when you directly copy text from a source and paste it into your own document without attribution. If the structure and the majority of the words are the same as in the original, then it is verbatim plagiarism, even if you delete or change a couple of words here and there.

In week nine we were talking about report writing.

What is report?

The definition of report writing is creating an account or statement that describes in detail an event, situation or occurrence, usually as the result of observation or inquiry. The two most common forms of report writing are news report writing and academic report writing.

Contents (Table of Contents)

The contents page should list the different chapters and/or headings together with the page numbers.

Should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report.

Number chapter headings and subheadings in addition to providing page references.

Use a consistent numbering system throughout.

A table of contents, usually headed simply Contents and abbreviated informally as TOC, is a list, usually found on a page before the start of a written work, of its chapter or section titles or brief descriptions with their commencing page numbers.

In week ten we discuss the assignment.

My opinion on term 1 is very good, we have learned a lot. I feel prepared for the future. Mr. Allen did his best to prepare us, I am very grateful to him for anything. I can't wait for the next term!