



# Bachelor of Arts in Interdisciplinary Studies

Handbook

April 2026

## Introduction

# Bachelor of Arts in Interdisciplinary Studies

The BA in Interdisciplinary Studies is suited for undergraduate students seeking a well-rounded education with applications in a variety of fields and industries. The programme is designed for those who desire to strengthen their global and cultural awareness and critical thinking skills. Delivered fully online, it accommodates students from diverse work-life situations while providing rigorous academic preparation at EQF levels 5–6.

The degree is offered in three specialisation tracks — Philosophy, Literature, and Social-Environmental Studies — or as a general or hybrid programme combining electives from any track. Students develop competence in integrating perspectives from multiple disciplines and build transferable skills in critical thinking, synthesis, and research.

## Entry requirements

### Education Requirements

Candidates must satisfy one of the following:

- EQF 4 level education; or
- EQF 3 level education with demonstrated exceptional talent (letter of recommendation from a teacher and/or portfolio of evidence), with a clear prospect of successful engagement at EQF 5–6 level; or
- EQF 3 level education and at least 3 years of relevant industry experience.

Students with relevant experience or prior learning may apply for Recognition of Prior Learning (RPL) at the time of admission.

### Language Requirements

English language competency at IELTS 6.5 (or equivalent) is required of all applicants. Instruction may also be provided in Spanish for students demonstrating linguistic competency at IELTS 5 or equivalent (e.g. DELE or SIELE).

## Instructional design

**Teaching:** The programme combines asynchronous components — lecture videos, readings, and assignments in the VLE — with synchronous meetings attended by students and an instructor via video call. Asynchronous components support students from diverse work-life situations; synchronous meetings provide accountability and motivation. Specialised track modules include an online, asynchronous reading and discussion component as well as a practical lab section.

**Assessment:** Assessment is of two kinds — regular and cumulative. Regular assessment (60% of the module mark) evaluates student progress continuously through submitted assignments and responses to instructor feedback. Cumulative assessment (40%) consists of a final project, written examination, or oral

examination that requires students to deepen and extend the scholarly engagements from their prior work. The overall course mark is composed of module grades weighted by ECTS.

## Degree structure

The degree consists of 180 ECTS organised across three compulsory academic tiers (135 ECTS) plus a specialisation track of electives (45 ECTS).

Module	ECTS	Level
Academic Writing	6	EQF 5
Applied Ethics	3	EQF 5
Global Humanities	6	EQF 5
Reading for Knowledge	3	EQF 5
Introductory Philosophy	6	EQF 5
Digital Research Methods	3	EQF 5
Comprehensive Exams	6	EQF 6
Practicum	12	EQF 6
<b>Tier Two (Compulsory)</b>		
Ideas & Figures in Western Intellectual History	6	EQF 6
Social Collaboration	6	EQF 6
Religion & Power	3	EQF 6
Art in Society	6	EQF 6
Innovations & Paradigms	3	EQF 6

BA Thesis Proposal	3	EQF 6
Comprehensive Exams	6	EQF 6
Practicum	12	EQF 6
<b>Tier Three (Compulsory)</b>		
Social & Environmental Justice	3	EQF 6
Creating History	6	EQF 6
Research Methods	3	EQF 6
BA Research	6	EQF 6
BA Thesis Writing & Defense Prep	3	EQF 6
Comprehensive Exams	6	EQF 6
BA Thesis Defence	6	EQF 6
Practicum	12	EQF 6
<b>Track 1 Electives — Philosophy (choose 45 ECTS)</b>		
Medieval Philosophy & Birth of Institutions	3	EQF 6
Early Modern Philosophy & the Search for Subject	3	EQF 6
Contemporary Continental Philosophy	3	EQF 6
Post-Kantian Philosophy & the Problem of Autonomy	3	EQF 6
Philosophy as a Way of Life: What is Doable?	3	EQF 6

Epistemology & Ontology: What is Thinkable?	3	EQF 6
The Future of Philosophy: New Problems of Autonomy	3	EQF 6
Twenty-First Century Structures & Institutions	3	EQF 6
<b>Track 2 Electives — Literature (choose 45 ECTS)</b>		
World Literature	3	EQF 6
Literature & the Political	3	EQF 6
Gender & Literature	3	EQF 6
English Literary Classics	3	EQF 6
Fiction & Creative Nonfiction	3	EQF 6
Poetry of Place	3	EQF 6
Travel Narratives and Frontier Literature	3	EQF 6
Modern Storytelling & the Oral Tradition	3	EQF 6
<b>Track 3 Electives — Social-Environmental Studies (choose 45 ECTS)</b>		
Communicating Science	3	EQF 6
Energy, Society, & Sustainability	3	EQF 6
Natural Resource Economics	3	EQF 6
Sustainable Supply Chain Management	3	EQF 6
Agriculture & Society	3	EQF 6

Overview of Biosystems Engineering	3	EQF 6
Forest Ecology & Management	3	EQF 6
Management Paradigms	3	EQF 6
Wildlife & Habitat Management	3	EQF 6
Wetland Identification & Management	3	EQF 6
Geology & Site Interpretation	3	EQF 6

## Module Descriptions

### Academic Writing

This module is divided into sections that focus on the mechanisms and importance of efficient and effective academic writing. This module covers the elements of effective academic writing for an undergraduate student, focusing on how to convey complicated subject matter in meaningful ways. Sections 1-2 cover plagiarism and citation styles; Sections 3-4 explore textbooks and university publications as well as guidebooks and professional publications; Sections 5-6 cover proof-reading, and academic and professional peer-reviewed journals; Sections 7-8 examine white papers, grey literature, and alternate methods of information transfer. All sections will engage students directly with the subject matter through practical exercises. Effective use of grammar, punctuation, and spelling is emphasised. Word processing techniques are outlined and students practise writing using digital document mechanics and indexing. Multi-modal academic writing, production, and dissemination examples are presented after learning the foundations of traditional academic writing.

### Learning Outcomes

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to academic writing.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to citations.
4. Evaluate their own learning and identify learning deficits to address in further study and practice.

### Applied Ethics

Students first learn of the history and development of the philosophy of ethics, then examine the applied principles of ethics using case studies from varied fields of inquiry and academic disciplines. Student

researchers examine the foundations and application of different ethical traditions from historical moral philosophy treatises, to industry- and community-based ethics and modern liberal ethical principles.

### **Learning Outcomes**

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to ethics.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to ethics.
4. Evaluate their own learning and identify learning deficits to address in further study and practice.

### **Global Humanities**

This module introduces students to the origins and significance of the humanities. Humanities here is defined as the academic evaluation of the human interaction with the world through the reflection and recording of all aspects of human life. Studying humanities helps us understand ourselves, our culture, and our world. Studying humanities helps students understand how cultures create meaning, what constitutes knowledge, and why. This module is broken down into units based on historical and cultural epoch: prehistory (to 600 BC), classical (to 500 AD), mediaeval (to 1500 AD), and modern (to now). The Modern period is broken down further into the following periods of intellectual history and social development: expansion (1500-1630), dissension (1630-1760), revolution (1760-1850), industrialization (1850-1945), and globalisation (1945-present). Module assignments encourage students to go beyond understanding to practical application of humanities knowledge in specific and personally relevant life or workplace situations. This module is designed to introduce the wide-ranging topics which together compose The Humanities. The aim of this module is for students to understand the foundations of their place within the historical context of the unfolding story called "being human" (or human being).

### **Learning Outcomes**

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to the humanities.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to the humanities.
4. Evaluate their own learning and identify learning deficits to address in further study and practice.

### **Reading for Knowledge**

As Sir Francis Bacon allegedly claimed: "Some books are to be tasted, others to be devoured, and some few to be chewed and digested thoroughly." This module covers the fundamentals of active analytical reading to acquire knowledge (the chewing and digesting part). Students in this module actively read, understand, interpret, and synthesise a variety of writings to internalise the information -- not just passively retain facts long enough to pass a test.

### **Learning Outcomes**

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to reading for knowledge.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions.

3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to information learned through active reading.
4. Evaluate their own learning and identify learning deficits to address in further study and practice.

## **Introductory Philosophy**

This module provides a very broad overview of the field of philosophy, discussed in developmental/historical stages. Students first examine the rebirth of western philosophy after the dark ages. Linked to the mediaeval debate between realism and nominalism is the continuing problems of authority in institutions; specifically, between church, state, and university. If knowledge is power, then its control within institutions is paramount. Next, students examine a new horizon in philosophy in which the individual subject emerges together with new powerful philosophical tools such as mathematical foundations and new methodologies (i.e., critical thinking, scepticism, and empiricism). Particular attention is given to Immanuel Kant as students examine the radical shifts within philosophy in his wake. Discussions on continental philosophy emphasise themes such as, disenchantment, alienation, nihilism, truth, grand-narratives, desire, system and structure among others. As philosophy becomes more this-worldly, this world must become more philosophical. In the last section of this overview module, students examine what Foucault calls the "spiritual exercises" that accompany the pursuit of philosophy. The legacy of philosophic ideas and figures is not just in books, but also in what people can do (and perceive they can do) with their lives, the possibilities for acting and for freedom. Students are asked to relate the technical side of philosophy to its more esoteric side, the side of life in all its immediacy.

### **Learning Outcomes**

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to philosophy.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to philosophy.
4. Evaluate their own learning and identify learning deficits to address in further study and practice.

## **Digital Research Methods**

This module covers literature review research methods using academic search services, open-source materials, and academic research libraries and librarians. This module also covers qualitative methods of social research using digital services such as popular social media and social network analysis, modelling and visualisation, data management, and research ethics.

### **Learning Outcomes**

1. Apply theoretical and practical knowledge in the creation of solutions for problems related to various research methods.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems related to information learned through research.
4. Evaluate their own learning and identify learning deficits to address in further study and practice.

## **Comprehensive Exams**

Comprehensive exams are administered following the completion of the required courses in each Tier (3 total). These exams measure the student's understanding of theoretical outcomes learned from the BA courses, as well as prompt application of new knowledge to student research. These comprehensive exams are NOT cumulative exams -- they do not test to ensure the student has retained everything taught in each Tier. These comprehensive exams test to ensure understanding and ensure the student is ready to advance to the next Tier of required coursework and research. May be repeated for credit.

### **Learning Outcomes**

1. Apply theoretical and practical knowledge in the creation of solutions for a variety of problems.
2. Communicate ideas in a well-structured, cohort format, following appropriate conventions.
3. Select appropriate evidence when formulating responses to well-defined concrete and abstract problems.

### **Practicum**

Over the duration of each tier, students must complete a practicum experience (3 total). The practicum is a form of experiential learning that enables students to apply their academic knowledge in a professional context. The structure of this module is malleable to fit each student's personal situation. During the practicum, students work on tasks and/or projects that meet the needs of an organization, group, or institution within the student's relevant specialisation. As such, the practicum must entail a significant, substantial connection to the student's specialisation. In connection with the project, students will develop a project proposal which includes details of the scope, research question, hypothesis, and project plan for the duration of the practicum. Students will implement their proposed project with the support of a supervisor. Students with a common supervisor will be put into practicum advisory peer groups and will be required to meet with their group and supervisor regularly to update each other on their practicum progress and to provide feedback. Students will also have regular 1:1 meetings with their practicum supervisor to provide additional support and guidance throughout the term. Students submit a final report and presentation which describes the tasks, approaches/methods used, deliverables, and skills gained. Throughout the practicum, students complete online modules under the supervision of a faculty advisor. Pre-work includes instruction in communication, goal-setting, and professional development. During the practicum, students submit bi-weekly written reflections on their personal goals, challenges and, for groups, peer feedback. At the end of the term, students obtain written feedback from their project supervisor.

### **Learning Outcomes**

1. Demonstrates administrative planning, resource management, and team management as well as handling unpredictable and complex issues in a professional setting.
2. Show creativity and initiative to develop projects with effective communication.
3. Possess the academic competences to undertake further studies in professional development with a high degree of autonomy.

### **Ideas & Figures in Western Intellectual History**

This module is designed to provide an overview of the major intellectual movements and figures that have shaped the Western world from ancient Greece to the present day. The module will focus on key ideas and thinkers, and explore how their ideas have influenced and shaped Western culture, politics, and society. Throughout the module, students will analyse key texts and engage with primary sources, gaining an understanding of the historical context in which these ideas emerged, and exploring how these ideas

have influenced subsequent thinkers and movements. In addition, the module will examine the social, political, and cultural impact of these ideas, and explore their relevance to contemporary issues and debates.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to Western intellectual history
2. Apply a professional and scholarly approach to research problems pertaining to Western thought
3. Efficiently manage interdisciplinary issues that arise in connection to the cultural impact of influential Western ideas

### **Social Collaboration**

This module will engage with the two fundamental topics of the "social" and its relationship to; (a) the idea and practice of "collaboration" on the one hand; and (b) the individual citizen on the other. In terms of "the social" this module will examine its meaning (historical and in the present) and impact on the formation of individuals, citizens, and its relationship to freedom and democracy past and present. Infused within the examination of the social are reflections on the importance of collaboration within a democratically organised civil-society and the nation state.

### **Learning Outcomes**

1. Demonstrate self-direction in research and originality in solutions when collaborating with others
2. Act autonomously in identifying research problems and solutions when evaluating the effect of social collaboration within a community
3. Solve problems and be prepared to take leadership decisions related to social collaboration

### **Religion & Power**

This module examines the basic elements of religion and encourages students to ask questions about how the institution of organised religion emerged and what purposes it served at the time of emergence. After understanding the development of religious institutions from this perspective, students are encouraged to determine if / in what ways that purpose has changed throughout history. Students then critically examine how current religious institutions relate to, either confronting or supporting, political, economic, and social power systems (and their associated inequalities) in a local, regional, and global context.

### **Learning Outcomes**

1. Demonstrate self-direction in research and originality in solutions pertaining to religion and power
2. Act autonomously in identifying research problems and solutions when evaluating the effect of religion on society
3. Solve problems and be prepared to take leadership decisions related to the evaluation of religious institutions

### **Art in Society**

This module is an interdisciplinary exploration of the role of art in society, examining how art reflects and shapes cultural values, beliefs, and identities. The module will cover various forms of art, including visual art, literature, music, film, and theatre, and will draw on examples from diverse historical periods and

cultural contexts. Through discussions, presentations, and written assignments, students will engage with the social and political implications of art, and develop an understanding of how art reflects and influences society. By the end of the module, students will have a deeper appreciation for the complex relationship between art and society and will be able to critically evaluate the ways in which art shapes our world.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to art in society
2. Apply a professional and scholarly approach to research problems pertaining to how art reflects cultural values
3. Efficiently manage interdisciplinary issues that arise in connection to the arts in a cultural context

### **Innovations & Paradigms**

This module rigorously examines the idea and concept of 'innovation,' specifically how it is related to insights and intuition and how it differs from 'discovery.' After understanding the concept of innovation, we map onto this concept the presence and influence of various paradigms. During this inquiry, students pay careful attention to political and economic power and how innovation challenges or extends social power and existing paradigms.

### **Learning Outcomes**

1. Demonstrate self-direction in research and originality in solutions when addressing issues related to innovation
2. Act autonomously in identifying research problems and solutions when evaluating political and economic power
3. Solve problems and be prepared to take leadership decisions related to innovation

### **BA Thesis Proposal**

The BA Thesis Proposal module is designed to guide students in developing and presenting a compelling research proposal for their Bachelor's thesis. The module will provide students with the necessary skills and knowledge to critically analyse and evaluate existing research in their area of specialisation, formulate research questions and hypotheses, and design a research project to answer these questions. Through a combination of lectures, workshops, and individual consultations, students will learn how to conduct a comprehensive literature review, collect and analyse data, and present their findings in a clear and concise manner. The module will also cover ethical considerations in research, such as informed consent and confidentiality. The final deliverable for this module is a complete thesis proposal, which should include a title, abstract, introduction, literature review, research questions and hypotheses, research design and methodology, data collection and analysis plan, timeline, and sample references. By the end of the module, students will have gained the necessary skills and knowledge to develop a high-quality research proposal. They will also be better equipped to carry out independent research and write a successful Bachelor's thesis.

### **Learning Outcomes**

1. Develop a thesis proposal
2. Apply a professional and scholarly approach to research problems pertaining to a specific topic
3. Efficiently manage interdisciplinary issues that arise in connection to creating a literature review

## **Social & Environmental Justice**

This module focuses on themes of conflict and resolution in environmental management and social justice. Students read and discuss the roles that power, morality, knowledge, and identity play in extending conflict or leading to resolution. In particular, discussions and readings focus on the roles that institutions and individuals play (and have played) in the history of this conflict and resolution. Students are tasked with critically analysing a selected problem, identifying the players involved, articulating the social, economic, and philosophical underpinnings of the issue, highlighting the institutional inequalities present/maintained, and hypothesising a resolution.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to social and environmental justice
2. Apply a professional and scholarly approach to research problems pertaining to power and morality
3. Efficiently manage interdisciplinary issues that arise in connection to social justice

## **Creating History**

This module encourages students to formulate ideas and theories about historical narratives surrounding seminal events (such as the Scientific Revolution, the birth of the Internet etc.). This module co-guides the student in creating their own (and collaborative) theoretical paradigms and action plans about how they, as individuals and as members of different and intersecting social groups, can create empowering future narratives with real or imagined events, technologies and innovations, institutional logics, and action plans for being an active participant in society. For example, researchers examine how new technologies reshape and define institutional organisations, social interactions and platforms, and even new psychological shifts in human and trans-human psychologies.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to creating history
2. Apply a professional and scholarly approach to research problems pertaining to seminal historical events
3. Efficiently manage interdisciplinary issues that arise in connection to creating historical narratives

## **Research Methods**

This module introduces the BA student to research, methodologies, interpretations, and ethnographic studies. This module provides students with directed guidance in preparation for the BA thesis in order to organise a proposal that is defensible.

### **Learning Outcomes**

1. Efficiently manage interdisciplinary issues that arise in connection to performing research
2. Demonstrate self-direction in research and originality in solutions when performing research
3. Solve problems and be prepared to take leadership decisions related to various research methodologies

## **BA Research**

In this module, students will synthesise acquired and applied knowledge to the creation of knowledge within the scope of a Bachelor's Thesis/Project. This module also gives the student the research space and guidance to conduct scientific and experimental research outside the classroom setting.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to a thesis topic
2. Apply a professional and scholarly approach to research problems pertaining to researching for a thesis
3. Efficiently manage interdisciplinary issues that arise in connection to a thesis project

## **BA Thesis Writing & Defense Prep**

This module provides students with the space for individual research and writing while being guided by their academic supervisor. The student will explore different models for constructing and creating knowledge within the scope of a guided research project within a small peer-group. This course also prepares students to defend their project in a coherent and convincing way.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to a thesis topic
2. Apply a professional and scholarly approach to research problems pertaining to writing a thesis
3. Efficiently manage interdisciplinary issues that arise in connection to writing a thesis

## **BA Thesis Defence**

This module examines the student's ability to synthesise information gained from coursework and research into a coherent and defensible thesis.

### **Learning Outcomes**

1. Demonstrate practical skills in gathering information from a variety of primary and secondary sources and in applying it to specific questions
2. Grasp the theoretical issues that affect the proposed field of enquiry and the relative strengths and weaknesses of alternative approaches in the secondary literature
3. Display the competence to manage complex, sustained research on a research problem, and develop new interpretive strategies
4. Demonstrate the capacity for independent responsibility for a programme of research that contributes to professional knowledge

## **Medieval Philosophy & Birth of Institutions**

In this module, we will examine the rebirth of western philosophy after the dark ages. While there were many theological questions debated during this time, the most problematic ones still relevant to our time is the question of universals. Linked to the mediaeval debate between realism and nominalism is the continuing problems of authority in institutions; specifically, between church, state, and university. If knowledge is power, then its control within institutions is paramount. In this module, our task is to relate the problem of universality to our modern legitimacy crisis in these institutions.

## **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to mediaeval philosophy
2. Apply a professional and scholarly approach to research problems pertaining to the concepts of realism and nominalism
3. Efficiently manage interdisciplinary issues that arise in connection to the rebirth of Western philosophy

## **Early Modern Philosophy & the Search for Subject**

In this module, students examine a new horizon in philosophy in which the individual subject emerges together with new powerful philosophical tools such as mathematical foundations and new methodologies (i.e., critical thinking, scepticism, and empiricism).

## **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to the concept of the individual
2. Apply a professional and scholarly approach to research problems pertaining to mathematical foundations
3. Efficiently manage interdisciplinary issues that arise in connection to new methodologies of philosophy

## **Contemporary Continental Philosophy**

This module is an introduction to the seminal aspects of Continental Philosophy with the aim that they develop a sophisticated methodological-interpretive structure. Students are required to apply their interpretive structures onto various cultural phenomena ranging from film to literature, the arts, opera, music, architecture, philosophy and religion. The module takes a chronological approach, which traces the origin of postmodernism beginning with Hegel and Kierkegaard in the 19th century to Igor Stravinsky, Ferdinand de Saussure, and T.S. Eliot (in the early 20th century) to Derrida, Deleuze, Lacan, Butler, and Zizek (in the late 20th and early 21st century). Students pay careful attention to themes such as disenchantment, alienation, nihilism, truth, grand-narratives, desire, system and structure among others.

## **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to postmodernism
2. Demonstrate self-direction in research and originality in solutions when studying continental philosophy
3. Develop a sophisticated methodological-interpretive structure

## **Post-Kantian Philosophy & the Problem of Autonomy**

This module will examine the radical shifts within philosophy in the wake of the Enlightenment philosopher, Immanuel Kant. Human autonomy is the foundation of Kant's comprehensive, systematic, and generally unreadable corpus of philosophical writings. Students in this module will read some excerpts of original wording although particular attention will be given to reflections on Kant's philosophy in regard to the problem of autonomy and the themes of freedom, reality, and morality. Major thinkers studied in this course include Nietzsche, Leibniz, Deleuze, and Marx.

## **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to Kantian philosophy
2. Apply a professional and scholarly approach to research problems pertaining to the concepts of freedom, reality, and morality
3. Efficiently manage interdisciplinary issues that arise in connection to Kant's philosophy

### **Philosophy as a Way of Life: What is Doable?**

In this module, we examine what Foucault calls the "spiritual exercises" that accompany the pursuit of philosophy. Alongside the systematic and scholarly use of philosophy, there is a non-philosophy of the immediate encounter, the pure effect created within philosophy that even influences how those outside of philosophy behave. This is the effect of self upon self, the immediate auto-affection that constitutes the examined life. The legacy of our ideas is not just in books, but also in what people can do with their lives, the possibilities for acting and for freedom. In this module, our task is to relate the technical side of philosophy to its more esoteric side, the side of life in all its immediacy.

#### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to the study of philosophy
2. Apply a professional and scholarly approach to research problems pertaining to the influence of philosophy
3. Efficiently manage interdisciplinary issues that arise in connection to the application of philosophy to various subjects

### **Epistemology & Ontology: What is Thinkable?**

This module introduces students to epistemology and ontology -- the study and theory of knowledge and how we can know it. Students learn the philosophical history and development, as well as a chronology of the major ideas and figures. Readings and discussions introduce students to, and encourage them to critically evaluate the concepts of scepticism, innate ideas, induction, verification, interpretation, and intentionality.

#### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to epistemology and ontology
2. Apply a professional and scholarly approach to research problems pertaining to intentionality
3. Efficiently manage interdisciplinary issues that arise in connection to epistemology

### **The Future of Philosophy: New Problems of Autonomy**

In this module, we examine how globalisation and technology impact the future of philosophy. As philosophy becomes more this-worldly, this world must become more philosophical. We face the ever-present of englobement, the homogenization of reality. What we lack is not so much action since technology provides ever more ways to act; what we lack is the sense that something new can be created. In this module, our task is to relate knowledge of the history and development of philosophical thought to our modern social and environmental issues. In this way, students learn to critically analyse current issues as well as dramatic scientific and technological advancements, in order to create new concepts for today's changeable situations.

#### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to philosophical thought related to modern social and environmental issues
2. Apply a professional and scholarly approach to research problems pertaining to the homogenization of reality
3. Efficiently manage interdisciplinary issues that arise in connection to the concept of autonomy

## **Twenty-First Century Structures & Institutions**

In this module, we examine how the notion of science and structure came to replace individual autonomy in the twenty-first century. Philosophers faced the black box of the subject and decided that examining the collective structures provided better knowledge. They found the individual to be a mere product of ideology and focused on the symbols we use together instead. In this course, our task is to relate the problems of structures to the ever-growing problem of modern nihilism and alienation.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to the concepts of science and structure
2. Apply a professional and scholarly approach to research problems pertaining to individual autonomy
3. Efficiently manage interdisciplinary issues that arise in connection to nihilism and alienation

## **World Literature**

This module covers different modes of expression in various cultural contexts. Students review major developments in world history, the historical roots of global culture -- culture here defined as the literary, artistic, and philosophical products of a society in an historical context. Students evaluate the influence of gender, race, age, ethnicity, and social class on the production, dissemination, and reception of various forms of world literature.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to the interpretation of global texts
2. Apply a professional and scholarly approach to research problems pertaining to the dissemination and reception of various forms of world literature
3. Efficiently manage interdisciplinary issues that arise in connection to gender, race, age, and social class as referenced in world literature

## **Literature & the Political**

This module examines the relationship between literature (the novel, short-stories, and fiction) and the political aspects of culture and religious (and ultimate beliefs) such as the rise of democracy after WWI in various settings from India to South Africa to England and the United States. Critical to this module is to understand the horizon of human imagination and its relationship to political events.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to political aspects of culture and religions

2. Apply a professional and scholarly approach to research problems pertaining to
3. Efficiently manage interdisciplinary issues that arise in connection to the human imagination and political events

## **Gender & Literature**

This module examines literature (short-stories, poetry, and the novel) and its relationship to gender roles, construction, and control. Readings and discussion introduce the student to the construction of the notion of gender and sex, traditional family roles, gender violence, and gender violence in regard to race.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to gender and literature
2. Apply a professional and scholarly approach to research problems pertaining to gender roles as portrayed in literature
3. Efficiently manage interdisciplinary issues that arise in connection to gender violence in regard to race

## **English Literary Classics**

This module examines the wealth of England's literary history including the Metaphysical Poets, William Shakespeare, Geoffrey Chaucer, and 18th & 19th century masterpieces. Students research the social and cultural history of these literary works and the political and institutional rationale for categorising them as "classics", "masterpieces", and/or part of the "canon".

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to English authors
2. Apply a professional and scholarly approach to research problems pertaining to the global reception of English texts
3. Efficiently manage interdisciplinary issues that arise in connection to the concept of a literary canon

## **Fiction & Creative Nonfiction**

This module outlines the history, development, and current trends of major fiction and nonfiction genres. Students in this module review forms of creative nonfiction and practice infusing storytelling into prose such as personal narratives, commentaries, reviews, and journals. Module readings and discussions cover the basics of story fundamentals such as plot, scene, and dialogue in both fiction and nonfiction readings. Examples of processes are presented and analysed.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to creative nonfiction
2. Apply a professional and scholarly approach to research problems pertaining to the interpretation of fiction and creative nonfiction
3. Efficiently manage interdisciplinary issues that arise in connection to the use of plot and dialogue

## **Poetry of Place**

This module is an introduction to the fundamentals of reading, interpreting, creating, and constructively critiquing poetry. This module presents poetry from a variety of genres while exercises focus on reading, discussing, and creating poetry of place. Poetry of place is defined here as poetry tied to a particular geographical, personal, and/or spiritual location meant to embody place-based personal meaning through evocative verbal (and sometimes visual) imagery.

### **Learning Outcomes**

1. Efficiently manage interdisciplinary issues that arise in connection to poetry
2. Demonstrate self-direction in research and originality in solutions when interpreting poetry
3. Solve problems and be prepared to take leadership decisions related to the evaluation and interpretation of poetry in relation to a specific place

### **Travel Narratives and Frontier Literature**

Travel narratives were the original serial (episodic) public entertainment and global cultural education. Pilgrimages and funded expeditions, via institutions or personal wealth, sent back reports of exploration and adventure to a mostly stationary public. In the American West, fur traders were prolific explorers and journalists. Coastal exploration via sea voyages also recorded their journey, findings, and mapped the new (to them) territory. Frontier literature is a different writing style and genre altogether. Especially in the American West, frontier literature (and visual art) has profoundly and perniciously shaped the cultural landscape and established biases regarding right and wrong, civilised and savage. For generations, "the general public" has internalised these received ideas without question. In this module, American West frontier literature is presented alongside writings from other regions.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to the American West
2. Apply a professional and scholarly approach to research problems pertaining to frontier literature
3. Efficiently manage interdisciplinary issues that arise in connection to analysing literary works

### **Modern Storytelling & the Oral Tradition**

Humans are storytellers. Engaging storytellers are teachers, encouraging listeners to connect with and internalise the story in whatever personal form that may take. Historically, stories were passed on orally and communally; today, well, things are different. This module reviews the human oral tradition in various regions of the world and if/how this tradition has changed in modern times. In a global society, cross-cultural communication is key; students learn to identify cultural differences in storytelling in an effort to enhance their interpersonal, professional, and academic communication skills.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to storytelling
2. Apply a professional and scholarly approach to research problems pertaining to the study of storytelling from different cultures
3. Efficiently manage interdisciplinary issues that arise in connection to the role of storytelling in interpersonal and professional contexts

### **Communicating Science**

This module provides students with an introduction to science communication in its myriad forms. In an age of such drastic scientific and technological change, communicating science clearly and accurately is immensely important. However, scientists are generally trained only in academic vernacular with an in-group lexicon that even other scientists in other disciplines may not understand. Making sense of complicated issues is paramount given the role science and technology play in our modern society. (Students are also expected to recognize and analyse the history and rationale for the current role assigned to science and technology in modern society.) The two main themes in this module are 1) the role of communication in science and 2) the wider social, political, and policy implications of science communications.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to communicating science
2. Apply a professional and scholarly approach to research problems pertaining to communicating complex ideas to a wide audience
3. Efficiently manage interdisciplinary issues that arise in connection to communication and science

### **Energy, Society, & Sustainability**

Energy influences nearly everything we do as humans on this planet. The discussion begins with a survey of the origins and early development of energy in human life. We continue by exploring the advent and historical development of fossil fuels, with a critical examination of both their benefits and perils. We then make the transition to renewable energy in policy and practice, seeking an understanding of the strengths and weaknesses of various renewable energy technologies, and examining at a deeper, more philosophical level how societies are shaped, for better or for worse, by their relationships to energy.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to renewable energy technologies
2. Apply a professional and scholarly approach to research problems pertaining to renewable energy
3. Efficiently manage interdisciplinary issues that arise in connection to a society's relationship to energy

### **Natural Resource Economics**

This module provides an introduction to the economics of renewable and nonrenewable natural resources. Topics include the valuation of land, water, vegetation (including trees/timber), wildlife, and wildlife habitat. Students review the history and current practices of extraction of nonrenewable resources, and management of renewable resources. Discussion and practical exercises engage students to recognize natural resource markets, demand, supply, and sustainability.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to renewable and nonrenewable resources
2. Apply a professional and scholarly approach to research problems pertaining to natural resource markets
3. Efficiently manage interdisciplinary issues that arise in connection to demand, supply, and sustainability

## **Sustainable Supply Chain Management**

The discussion portion of the course introduces students to the differences between logistics, customer and product support, and supply chain management. Students will research the interrelated individual processes of supply chain management within companies and industry networks. Students will learn about supply chain metrics and mapping, chain of custody certification schemes, developing and implementing partnerships, and professional opportunities in the field of sustainable supply chain management.

### **Learning Outcomes**

1. Efficiently manage interdisciplinary issues that arise in connection to supply chain management
2. Demonstrate self-direction in research and originality in solutions related to supply chain metrics and mapping
3. Solve problems and be prepared to take leadership decisions related to sustainable supply chain management

## **Agriculture & Society**

This module is designed to foster a comprehensive understanding of the intricate relationship between agriculture and society, including the diverse realm of agricultural policies. This module delves into the fundamental economic relationships that significantly influence local, regional, and global agricultural policies, as well as the production and distribution networks. Students will gain insights into the pivotal role of the agricultural industry in society and policy-making, exploring various aspects such as input and resource management, agri-environmental practices, quality management, waste, biodiversity, and energy.

### **Learning Outcomes**

1. Synthesize contextualized discussions on key issues concerning the interplay between agriculture and society.
2. Apply a professional and scholarly approach to researching agriculture policies and related problems.
3. Efficiently address interdisciplinary issues that arise in connection to distribution networks.

## **Overview of Biosystems Engineering**

This is an overview module that outlines the various focus areas in biosystems engineering, including career options. The discipline of biosystems engineering developed from the traditional agricultural systems and food engineering disciplines. This module defines biosystems engineering in a broader sense and includes environmental and ecological restoration, forest operations design, water resource engineering, renewable energy design and development, and food or biomaterials engineering, among others.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to biosystems engineering
2. Apply a professional and scholarly approach to research problems pertaining to environmental and ecological restoration
3. Efficiently manage interdisciplinary issues that arise in connection to renewable energy design

## **Forest Ecology & Management**

This module provides an overview of forest ecosystems of the world, as well as the history and current trends in social and institutional management of forest resources. Students review academic and popular literature on forest ecology and management topics, as well as discuss global case studies. Topics include geography and ecology of forest types, traditional use of forest ecosystems, historic management and harvest operations throughout the world, and current socio-political debate on proper use, ecological management, and courtroom discussions of "who owns the forest"?

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to forest ecology
2. Apply a professional and scholarly approach to research problems pertaining to harvest operations
3. Efficiently manage interdisciplinary issues that arise in connection to ecological management

## **Management Paradigms**

The settler colonial land management paradigm in the American West developed as a socio-political dichotomy -- preserve or manage. The preservation ethic is embodied with John Muir and the founding of the US Park Service; the management ethic is embodied with Gifford Pinchot and the founding of the US Forest Service. This module begins with the story of these two men and their friendship with US President, Theodore Roosevelt, himself a "conservationist." Following this introduction, students then research and analyse the underlying paradigms in natural resource management in other regions and nations. Additionally, students in this module learn about various institutional systems and the role these systems play in the management and regulation of global natural resources. Readings and discussions focus on the role of international governing bodies, national institutions, and decentralised management on global and local patterns of natural resource use, indigenous access, and social activism.

### **Learning Outcomes**

1. Efficiently manage interdisciplinary issues that arise in connection to management paradigms
2. Demonstrate self-direction in research and originality in solutions related to conservation and the management of public lands
3. Solve problems and be prepared to take leadership decisions related to natural resource management

## **Wildlife & Habitat Management**

This module outlines historic and contemporary theories and approaches to wildlife management in various habitat types and socio-political contexts. Students are expected to understand the differences in wildlife management vs habitat management and the underlying rationale. Social and political (human) dimensions of local, regional, and international wildlife management are discussed and critically analysed.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to wildlife management
2. Apply a professional and scholarly approach to research problems pertaining to the socio-political contexts in which various habitats are managed

3. Efficiently manage interdisciplinary issues that arise in connection to wildlife management

## **Wetland Identification & Management**

This module covers the fundamentals of wetland science, field identification, and management applications. The US Army Corps of Engineers wetland delineation manual is presented and students are presented with practical applications of this method. Other forms and theories of wetland identification and management are covered, including state- and county-level requirements, and voluntary agreements with regulatory agencies as in the case of Habitat Conservation Plans.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to wetland management
2. Apply a professional and scholarly approach to research problems pertaining to state- and country-level requirements of wetland management
3. Efficiently manage interdisciplinary issues that arise in connection to wetland regulatory agencies

## **Geology & Site Interpretation**

This module is an introduction to geology at the global scale, with discussions on local and regional for context. Students explore the history, evolution, and politics of the science of geology using major theories and revolutions as benchmarks. As the parent material of our current soils, geology drives terrestrial systems and thus, human society. As such, students gain experience in soil science and management. Additionally, students will study how and why maps are more than (sometimes) beautiful artwork. Maps define the limits of the world as known and the time and therefore highlight what is important to the mapmaker and the society in which they live and work. In developed countries, resource production siting maps delineate our current socio-economic priorities, thus enforcing an historical paradigm onto a future society that may have different priorities and desired environmental outcomes. In developing countries, there may not be the political, academic, or social infrastructure to produce maps locally. Indigenous knowledge of the land is often ignored, disregarded, or de-legitimized. This leaves resource delineation to large multinational corporations or researchers funded through the global banking sector.

### **Learning Outcomes**

1. Create synthetic contextualised discussions of key issues related to geology
2. Apply a professional and scholarly approach to research problems pertaining to the politics and science of geology
3. Efficiently manage interdisciplinary issues that arise in connection to the relationship between geology and society

## **Internships policy**

Internships must be a genuine extension of the student's academic programme, providing opportunity to apply theoretical knowledge to substantive projects directly related to their field of study. Internships consisting primarily of administrative or routine tasks will not be approved.

Every internship must have a defined start date, end date, and formal learning plan with objectives agreed in advance by the student, the host organisation, and the relevant college. Responsibilities and task complexity should increase over time. Each student must be assigned a named supervisor within the host organisation who holds relevant expertise and is responsible for providing regular guidance and feedback.

Woolf prioritises paid internships to ensure equitable access regardless of socioeconomic background. Unpaid internships may only be approved where they constitute a genuine learning opportunity and do not displace the work of a paid employee.

## **Programmatic standards**

Day-to-day management sits with the relevant college. Each college must have a designated Woolf contact responsible for vetting and approving all host organisations and placements before any internship may proceed. Colleges are responsible for matching students to approved positions.

Students must complete pre-internship preparation before commencing a placement, which may include CV writing, interview support, and other instruction as necessary. Virtual internships are encouraged to widen access beyond geographical constraints; support systems must address the challenges of remote work, including cross-timezone communication and fostering professional belonging.

Programme effectiveness must be evaluated on an ongoing basis. Formal evaluations will be collected from students, host supervisors, and academic advisors, and will inform curriculum design and programme improvement.

## **Grading Scheme**

### **General Marking Criteria and Classification**

Marking of student work keeps in view the scale of work that the student can reasonably be expected to have undertaken in order to complete the task.

The assessment of work for the course is defined according to the following rubric of general criteria:

1. **Engagement:**
  - Directness of engagement with the question or task
  - Range of issues addressed or problems solved
  - Depth, complexity, and sophistication of comprehension of issues and implications of the questions or task
  - Effective and appropriate use of imagination and intellectual curiosity
2. **Argument or solution:**
  - Coherence, mastery, control, and independence of work
  - Conceptual and analytical precision
  - Flexibility, i.e., discussion of a variety of views, ability to navigate through challenges in creative ways
  - Completion leading to a conclusion or outcome
  - Performance and success of the solution, where relevant
3. **Evidence (as relevant):**
  - Depth, precision, detail, range and relevance of evidence cited
  - Accuracy of facts
  - Knowledge of first principles and demonstrated ability to reason from them
  - Understanding of theoretical principles and/or historical debate
  - Critical engagement with primary and/or secondary sources
4. **Organisation & Presentation:**

- Clarity and coherence of structure
- Clarity and fluency of writing, code, prose, or presentation (as relevant)
- Correctness of conformity to conventions (code, grammar, spelling, punctuation, or similar relevant conventions)

## Definition of marks

97-100

Work will be so outstanding that it could not be better within the scope of the assignment. These grades will be used for work that shows exceptional excellence in the relevant domain; including (as relevant): remarkable sophistication and mastery, originality or creativity, persuasive and well-grounded new methods or ideas, or making unexpected connections or solutions to problems.

94-96

Work will excel against each of the General Criteria. In at least one area, the work will be merely highly competent.

90-93

Work will excel in more than one area, and be at least highly competent in other respects. It must be excellent and contain: a combination of sophisticated engagement with the issues; analytical precision and independence of solution; go beyond paraphrasing or boilerplate code techniques; demonstrating quality of awareness and analysis of both first principles or primary evidence and scholarly debate or practical tradeoffs; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.

87-89

Work will be at least very highly competent across the board, and excel in at least one group of the General Criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

84-86

Work will demonstrate considerable competence across the General Criteria. They must exhibit some essential features of addressing the issue directly and relevantly across a good range of aspects; offer a coherent solution or argument involving (where relevant) consideration of alternative approaches; be substantiated with accurate use of resources (including if relevant, primary evidence) and contextualisation in debate (if relevant); and be clearly presented. Nevertheless, additional strengths (for instance, the range of problems addressed, the sophistication of the arguments or solutions, or the use of first principles) may compensate for other weaknesses.

80-83

Work will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.

77-79

Work will show solid competence in solving problems or providing analysis. But it will be marred by weakness under one or more criteria: failure to fully solve the problem or discuss the question directly; some irrelevant use of technologies or citing of information; factual error, or error in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting.

74-76

Work will show evidence of some competence in solving problems or providing analysis. It will also be clearly marred by weakness in multiple General Criteria, including: failure to solve the problem or discuss the question directly; irrelevant use of technologies or citing of information; factual errors or multiple errors in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; significant technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting. They may be characterised by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument or solution.

70-73

Work will show evidence of competence in solving problems or providing analysis, but this evidence will be limited. It will be clearly marred by weakness in multiple General Criteria. It will still make substantive progress in addressing the primary task or question, but the work will lack a full solution or directly address the task; the work will contain irrelevant material; the work will show multiple errors of fact or judgment; and the work may fail to conform to conventions.

67-69

Work will fall down on a number of criteria, but will exhibit some of the qualities required, such as the ability to grasp the purpose of the assignment, to deploy substantive information or solutions in an effort to complete the assignment; or to offer some coherent analysis or work towards the assignment. Such qualities will not be displayed at a high level, and may be marred by irrelevance, incoherence, major technical performance issues, error and poor organisation and presentation.

64-66

Work will fall down on a multiple General Criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent work. Such qualities will be substantially marred by irrelevance, incoherence, error and poor organisation and presentation.

60-63

Work will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual or technology error and irrelevance, generalisation or boilerplate code and lack of information, and poor organisation and presentation.

0-60

Work will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the grading schemes allow for may also be failed.

## Indicative equivalence table

US GPA	US Grade	US Percent	UK Mark	UK UG Classification	UK PG Classification	Malta Grade	Malta Mark	Malta Classification	Swiss Grade
4	A+	97 - 100	70+	First	Distinction	A	80-100%	First class honours	6.0
3.9	A	94-96				B	70-79%	Upper-second class honours	
3.7	A-	90-93							5.5
3.3	B+	87-89	65-69	Upper Second	Merit	C	55-69%	Lower-second class honours	
3	B	84-86	60-64						
2.7	B-	80-83	55-59	Lower Second	Pass				5
2.3	C+	77-79	50-54			D	50-54%	Third-class honours	
2	C	74-76	45-49	Third	Pass				
1.7	C-	70-73	40-44						
1.3	D+	67-69	39-	Fail	Fail				
1	D	64-66							
0.7	D-	60-63							
0	F	Below 60				F			

## Synchronous Adjustments Template

Synch discussions may affect the mark on submitted assignments: written work is submitted in advance, and a discussion follows. This provides students an opportunity to clarify and explain their written claims, and it also tests whether the work is a product of the student's own research or has been plagiarised.

The synchronous discussion acts to shift the recorded mark on the submitted assignment according to the following rubric:

+3

Up to three points are added for excellent performance; the student displays a high degree of competence across a range of questions, and excels in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

+/- 0

The marked assignment is unchanged for fair performance. Answers to questions must show evidence of some solid competence in expounding evidence and analysis. But they will be marred by weakness under one or more criteria: failure to discuss the question directly; appeal to irrelevant information; factual error; narrowness in the range of issues addressed or evidence adduced; shortage of detailed evidence; or

poor organisation and presentation, including consistently incorrect grammar. Answers may be characterised by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.

- 3 (up to three points)

Up to three are subtracted points for an inability to answer multiple basic questions about themes in the written work. Answers to questions will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organisation and presentation.

0 (fail)

Written work and the oral examination will both be failed if the oral examination clearly demonstrates that the work was plagiarised. The student is unfamiliar with the arguments of the assignment or the sources used for those arguments.

## Plagiarism

Plagiarism is the use of someone else's work without correct referencing. The consequence of plagiarism is the presentation of someone else's work as your own work. Plagiarism violates Woolf policy and will result in disciplinary action, but the context and seriousness of plagiarism varies widely. Intentional or reckless plagiarism will result in a penalty grade of zero, and may also entail disciplinary penalties.

Plagiarism can be avoided by citing the works that inform or that are quoted in a written submission. Many students find that it is essential to keep their notes organised in relation to the sources which they summarise or quote. Course instructors will help you to cultivate professional scholarly habits in your academic writing.

Depending on the course, short assignment essays may not require students to submit a bibliography or to use extensive footnotes, and students are encouraged to write their assignments entirely in their own words. However, all essays must acknowledge the sources on which they rely and must provide quotation marks and citation information for verbatim quotes.

There are several forms of plagiarism. They all result in the presentation of someone's prior work as your new creation. Examples include:

- Cutting and pasting (verbatim copying)
- Paraphrasing or rewording
- Unauthorised Collaboration
- Collaboration with other students can result in pervasive similarities – it is important to determine in advance whether group collaboration is allowed, and to acknowledge the contributions or influence of the group members.
- False Authorship (Essay Mills, Friends, and Language Help)
- Paying an essay writing service, or allowing a generous friend to compose your essay, is cheating. Assistance that contributes substantially to the ideas or content of your work must be acknowledged.

## **Complaints and appeals**

Students and faculty should always seek an amicable resolution to matters arising by addressing the issue with the person immediately related to the issue. Students should handle minor misunderstandings or disagreements within a regular teaching session or by direct message, or with their College. If a simple resolution is not possible, or the matter remains unresolved for one party, the steps outlined in this section apply to all groups, colleges, and units of Woolf.

### **The Red Flag system**

An issue with a red flag should be submitted in the case that a member of Woolf seeks to make an allegation of serious misconduct about another member, including matters of cheating, plagiarism, and unfair discrimination or intolerance.

Any member of Woolf, seeking to raise a matter of serious concern, should submit a red flag by emailing [redflag@woolf.education](mailto:redflag@woolf.education). Provide a short, clear description of the issue.

If a student submits an issue with a red flag, or if a faculty member submits an issue about a student, it will trigger a meeting with the student's College Advisor. If the issue is not resolved, the matter will be escalated to the College Dean, or to a committee designated by the College Dean, which will have the power to clear the flag.

If an issue is submitted with a red flag by a faculty member about another faculty member, then the issue is reported directly to the College Dean.

For both students and faculty members, after the Dean's decision, the one who submits the complaint is provided the opportunity to accept or appeal the decision; if the one submitting the issue appeals the decision, it will be assigned to the Quality Assurance, Enhancement, and Technology Alignment Committee, which is a subcommittee of the Faculty Council.

### **Mitigating circumstances**

When serious circumstances ('Mitigating Circumstances'), beyond the control of a student or faculty member, adversely affect academic performance or teaching support, a Mitigating Circumstances report must be submitted using Woolf's red flagging system. Mitigating Circumstances may include but are not limited to serious medical problems, domestic and personal circumstances, major accidents or interruptions of public services, disturbances during examination, or serious administrative or procedural errors with a material effect on outcomes.

Mitigating circumstances do not normally include a member's personal technology problems, including software, hardware, or personal internet connection failures; employment obligations or changes in employment obligations; permanent or sustained medical conditions (unless there is a sudden change of condition); or circumstances where no official evidence has been submitted.

Mitigating circumstances are normally only considered when a red flag has been submitted for the issue before the deadline of an affected written project or assignment, or within one week of a cumulative examination. Proof of mitigating circumstances may result in an extended deadline or examination period, or the possibility to retake an examination; it will not result in any regrading of existing submissions or exams.

## **Grade appeals**

Students who dissent from the grades they have received should follow the normal procedure for submitting a red flag.