Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts

Course Title: SELF, EMOTION, AFFECT

Course ID: BASSS1002

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 099999

Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
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</thead>
<tbody>
<tr>
<td>5</td>
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<thead>
<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td>Introductory</td>
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<td>Intermediate</td>
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<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Describe reflective and reflexive strategies in personal and professional contexts
K2. Identify personal study strengths and professional goals
K3. Interpret some affective learning approaches in the creative and critical thinking associated with undergraduate study
K4. Describe the diversity of human emotions across social and cultural contexts
K5. Understand the relationship between emotions, the mind and the body.

Skills:

S1. Select and utilise reflective practices relevant to visual, written and oral tasks
S2. Demonstrate interpersonal skills such as reflective listening
S3. Engage in affective learning through peer to peer and collaborative learning in written and oral interactions
S4. Develop techniques of mindfulness relevant to personal, study and work contexts.

Application of knowledge and skills:

A1. Use a range of reflective strategies in assessment tasks
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A2. Demonstrate application of interpersonal skills and mindfulness
A3. Apply affective learning and knowledge about human emotions to personal, study and work contexts.

Course Content:

Topics may include:

- Affective learning
- Mindfulness and learning
- Basic human emotions
- Emotions and diversity
- Rationality versus emotions
- Interpersonal skills and study
- The mind body/relationship
- Emotions, the body and wellbeing
- Language and the emotions
- Interpersonal skills in the workplace.

Values and Graduate Attributes:

Values:

V1. Value curiosity and reflexivity as lifelong personal
V2. Academic and professional skills
V3. Attitudes of mind
V4. Appreciate and respect the role of the emotions in lived experience and in understanding and learning about the world.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students understand their own learning strengths and professional goals</td>
<td>High</td>
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<tr>
<td>Critical, creative and enquiring learners</td>
<td>Understand the role of affect and emotion in creative and critical thinking; utilise reflexive thinking as a core learning skill and strategy for study</td>
<td>High</td>
</tr>
<tr>
<td>Capable, flexible and work ready</td>
<td>Apply principles of critically reflective thinking as an underpinning approach in personal and professional development</td>
<td>Medium</td>
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<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Demonstrate professional and inclusive values in peer to peer interactions</td>
<td>Medium</td>
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</table>

Learning Task and Assessment:
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<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K4, K5, S1, S3</td>
<td>Choose a topic from Weeks 1-3 and create a concept map using words and images</td>
<td>Affective learning exercise</td>
<td>15-20%</td>
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<tr>
<td>K1, S2, S3, S4, A2, A3</td>
<td>Lead tutorial group/online group in a 5 minute activity, and write a 300 word description and reflection on this</td>
<td>Affective learning exercise</td>
<td>15-20%</td>
</tr>
<tr>
<td>K3, K5, S1, A1</td>
<td>Explore role of emotions; answer a series of short answer questions in relation to a case study</td>
<td>Written case study analysis</td>
<td>20-30%</td>
</tr>
<tr>
<td>K1, K2, K3, S1, A3</td>
<td>Written responses to weekly reflection prompts/key questions</td>
<td>Reflective journal</td>
<td>30-40%</td>
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**Adopted Reference Style:**

Australian