

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	General Education Department
Programme:	Combined Studies
<i>FHEQ</i> Level:	3
Course Title:	Fundamentals of Academic Research
Course Code:	EAP 3260
Course Leader:	Elizabeth Long
Student Engagement Hours:	120
Lectures:	45
Independent / Guided Learning :	75
Semester:	Fall and Spring
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

This course focuses on the key academic reading skills that students need for university-level research. While developing these skills, students receive ample practice in reading a wide range of written texts, specifically chosen with their future studies in mind. Students are made aware of typical characteristics of academic texts and the need for citation to acknowledge the work of others. They are given regular, graded practice in comprehension, inference, vocabulary learning strategies, summary and synthesis work. The difference between intensive and extensive reading is emphasised. A minimum grade of C on this course and EAP 3255 and EAP 3265 is required for students to progress to ARW 3195, Principles of Academic Writing.

Prerequisites: None

Aims and Objectives:

The principal objective of this course is to enable students to make use of a wide range of available strategies to aid academic reading. The key aims are to help students with vocabulary learning, prediction, skimming, scanning, inference, awareness of structure and purpose and identification of main and supporting ideas, to enable them to conduct research more effectively.

Programme Outcomes:

3Bi, 3Ci, 3Di

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

By the end of this course, successful students should be able to

- use a range of strategies to read and understand texts from a variety of genres common to academic studies
- correctly identify a writer’s purpose and main message
- apply vocabulary learning strategies effectively
- identify the key characteristics of an academic text
- read extensively at a reasonable speed
- produce both a long (approx. 500 words) and a short summary (approx. 150 words) of a text
- present a summary of key ideas from a selected academic text

Indicative Content:

- Pre-reading strategies
- Vocabulary learning strategies and preparation of a vocabulary record
- Skimming for overall meaning
- Scanning for specific information
- Comparison of text purpose, audience, style and genre
- Identification of thesis, main and supporting ideas
- Ways of taking notes leading to summary writing
- Principles of citation
- Extensive reading
- How to read a textbook

Assessment:

This course conforms to the Richmond University Special Programme Assessment Norms approved by the Academic Council on 28 June 2012

The course is evaluated as follows:

Summative Assessment Items	Word count	Weighting
Vocabulary/comprehension/citation task	500 words	40%
Text book presentation and summary	500 words	20%
Mid-term exam	250 words	10%
Final exam	700 words	30%

Teaching Methodology:

The instructor will choose a wide variety of texts to encourage pair and group discussion in class. Classroom tasks will be designed to encourage students to share their experience of improved reading strategies. Regular reading homework will be set in preparation for the next class.

Bibliography:

Reading texts will be handed out in class

Indicative Text(s):

An English/English dictionary such as *MacMillan English Dictionary for Advanced Learners*

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry