

COURSE SPECIFICATION DOCUMENT

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

Academic School	General Education
Programme:	General Education
FHEQ Level:	3
Course Title:	Research and Writing I
Course Code:	GEP 3180
Course Leader:	Mary Robert
Student Engagement Hours:	120
Lectures:	45
Independent / Guided Learning:	75
Semester:	Fall/Spring
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

This core course concentrates on developing the students' ability to read and think critically, and to read, understand and analyse texts from a range of genres. How do you successfully negotiate a path through a sea of information and then write it up? Using essential information literacy skills to help with guided research, this course develops the ability to produce effective and appropriate academic writing across the curriculum.

This is the first course in the Richmond academic research and writing sequence.

Prerequisites: None

Aims and Objectives:

- To provide opportunity for critical and reflective practice in research and writing processes
- To provide foundational knowledge of language, convention and good practice in research and writing for academic purposes
- To introduce methodological tools that are required in research and writing components across the curriculum and, more broadly, in professional life.
- To foster, through effective research, engagement with the cultural, social and political issues under scrutiny.

Programme Outcomes:

A1, A2, A3, A8

B2, B4, B7, B9, B12

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at:
<http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

Learning Outcomes:

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

1. Demonstrate critical engagement with a range of texts
2. Demonstrate knowledge of language, convention and good practice in research and writing
3. Demonstrate the use of core methodological tools and processes
4. Demonstrate knowledge of themes and concepts selected for scrutiny.

Indicative Content:

I. Reading

- **Information literacy:** using and understanding information architectures (e.g. Google; academic gateways); methods for locating knowledge
- **Critical reading:** guided strategies for reading; credibility of information; identifying points of view: reading across a range of genres
- **Evidence:** the role of evidence in research; identification of hierarchies of evidence; effective incorporation of evidence
- Introduction to **ethical dimensions of research**

II. Writing

- **Argument and logic:** practising cause and effect logic; developing assertions with reasoning and supporting with evidence
- **Academic style and articulation:** Following conventions of register, tone and voice; summary and paraphrase
- **Guided research design:** organization of information: received organizational frameworks; working with outlines
- **Professional presentation and style:** working with given formats
- **Citation:** purpose and value of citation to the reader and to the author; conventions of citation.

Assessment:

This course conforms to the Richmond University Writing Intensive Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

Combination of lectures, seminars, group work, pair work, one-to-one tuition, and self-study through electronic media.

Bibliography:

Reading texts as distributed in class

IndicativeText(s):

No specific text

Journals

Web Sites

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