

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	School of General Education
Programme:	General Education Programme
FHEQ Level:	3
Course Title:	Fundamentals of Research and Writing
Course Code:	EAP 3270
Course Leader:	Mary Robert
Student Engagement Hours:	120
Lectures:	Click here to enter text.
Seminar / Tutorials/Practice:	67.5
Independent / Guided Learning:	52.5
Semester:	Fall, Spring
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

What does research involve? How will you use it effectively in your own writing? This course is designed to introduce students to strategies for the effective reading of a range of texts to enhance understanding and critical assessment. You will learn ways to select and acknowledge these sources of information and write about them in a structured fashion as required in university study. You will learn to organise your paragraphs and choose appropriate academic vocabulary in your writing, to convey your meaning clearly to your reader.

A minimum grade of C on this course and EAP 3275 is required for students to progress to GEP 3180, Research and Writing I.

Prerequisites:

None. Placement in the course via Academic Reading and Writing assessment

Aims and Objectives:

This course aims to give students fundamental skills in reading and writing in mainly academic contexts such as will help them meet the literacy requirements of other 3000 level courses. The key objectives are to provide strategies for students to broaden their academic vocabulary, to use pre-reading, intensive and extensive reading strategies, to enable them to conduct research more effectively; to develop organizational skills in writing, to express themselves clearly and accurately, and to use their own ideas and the ideas of others as a stimulus for the production of clearly written essays.

Programme Outcomes:

A1, A2, A3, A8, B1, B4, B9

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:

- Demonstrate the use of a range of strategies to read and understand texts from a variety of genres common to academic studies and select appropriately for a given task
- Demonstrate the application of effective vocabulary, syntax and grammar learning strategies
- Demonstrate an understanding of the relationship between citation and the original sources
- Plan and produce structured, easily comprehensible essays, of 400 - 1000 words
- Produce written work using an academic style, appropriately edited and presented

Indicative Content:

- Pre-reading strategies
- Syntax and grammar for academic writing
- Reading strategies appropriate for different learning styles
- Comparison of genre, source, purpose and relevance
- Identification of thesis, main and supporting ideas
- Note-taking
- Extensive reading
- How to read a textbook
- Fundamentals of citation

- Paragraphing
- Drafting and responding to feedback
- Academic style
- Proof-reading

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Board and located at: <http://www.richmond.ac.uk/admitted-students/>

Teaching Methodology:

This course will meet three times per week. Materials will be used which encourage cross-cultural and cross linguistic awareness and sensitivity and offer students opportunities to share experiences and understandings based on their home cultures and languages. Class sessions will involve individual, pair and small group discussion as well as reading and writing tasks. One session per week will take place in a computer lab to enable guided writing practice.

Indicative Text(s):

Reading texts will be handed out in class

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

An up-to-date grammar book such as *Oxford Practice Grammar – Advanced* with key by George Yule

Journals

N/A

Web Sites

See syllabus

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry
Major change: EAP assessment norms changed to standard assessment norms	9/6/17 AB	
