

## **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:** Transitions I

**Course Code:** GEP 3102

**Course Leader:** Mary Robert

**Student Engagement Hours:** 120

Fact-finding trips 5

In-class Demonstration and Practice 20

Seminar / Tutorials: 20

Independent / Guided Learning: 75

**Semester:** Fall/Spring

**Credits:** 12 UK CATS credits

6 ECTS credits

3 US credits

### **Course Description:**

This course focuses on you as a student, an active citizen and a future employable graduate. How do you imagine yourself in a year's time? In five or even ten years' time? In this course, students will discuss and respond to issues related to the transition to University, reflecting on how they can become independent learners. They will research the context of and plan for service learning in the local area. They will learn to use a range of digital platforms for individual and group project work, focussing strongly on effective communication, including oral presentation and taking into account issues of accessibility for all. This is the first course in the Richmond Transitions sequence.

**Prerequisites:** None

**Aims and Objectives:**

The aim of this course is to equip students with a series of attributes applicable both to their transition to university life, by becoming effective independent learners, and to the demands of the workplace today and tomorrow. In the first semester it aims to develop

- oral communication and listening skills through making and responding to presentations
- awareness of learning strategies appropriate to the individual
- digital literacy through learning to effectively use a range of technologies for a chosen project, recognising the advantages and disadvantages of different technologies, and the need for accessibility for all
- teamwork and self-organisational skills through carrying out a project with others
- information literacy through practising the use of specific search techniques to aid research for a chosen project
- critical thinking and reflective writing through research on a community issue

**Programme Outcomes:**

A1, A2, A5, A8, A9, B1, B2, B3, B4, B6, B9, B10, 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:

- set achievable short-term and long-term goals for university, further academic and professional life and future employability, and reflect on progress towards achieving them
- research and understand the context for a chosen community activity
- understand and implement the key skills required to make an effective oral presentation
- apply knowledge of the use of specific research techniques, software and applications to determine their appropriateness for a range of tasks
- identify effective learning strategies to aid academic success

**Indicative Content:**

Transition to the University community:

Setting goals, classroom expectations, course planning, using University online resources

Transferable skills: time management, stress management

Learning styles

Academic skills across the curriculum:

Note-taking

Oral presentation skills

Responding to feedback

Setting up a PDP

Reflective writing

Service learning:

Why service learning?

Various types of research into a community issue

The local communities

Introduction to ethics of primary research

Presentation and report about community issue

Digital literacy:

Basic information literacy

Word, Excel, online forms, posters

Online safety and privacy

Effective data storage

Graphic presentation skills

**Assessment:**

This course conforms to the Richmond University **Service Learning and Internship Assessment Norms** approved at Academic Board (formerly Learning & Teaching Policy Committee and located at: <http://www.richmond.ac.uk/admitted-students/>)

**Teaching Methodology:**

During the first semester, transitional classroom skills will be practised through role play and small group discussions. Students will work in pairs or small teams to plan and undertake tasks for an agreed project related to a community activity. Digital literacies will be taught and practised in computer labs and on laptops in the classroom, with experimentation outside the classroom. Peer mentors and senior students will share their own related experiences. Outside speakers will address students in class, student affairs personnel will provide support and advice, and a fact-finding trip will take place in the local community.

**Indicative texts:**

Bell, Douglas. Passport to academic presentations. Garnet Education 2014.

Williams, Kate, Mary Woolliams and Jane Spiro. Reflective Writing. Palgrave Macmillan 2012.

