

## **COURSE SPECIFICATION DOCUMENT**

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

<b>Academic School/Department:</b>	General Education Department
<b>Programme:</b>	Combined Studies
<b><i>FHEQ</i> Level:</b>	3
<b>Course Title:</b>	Principles of Academic Writing
<b>Course Code:</b>	ARW 3195
<b>Course Leader:</b>	Shuna Neilson
<b>Student Engagement Hours:</b>	120
Lectures:	45
Independent / Guided Learning:	75
<b>Semester:</b>	Fall, Spring
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

This course concentrates on developing the students' ability to produce effective and appropriate academic writing across the curriculum by focusing on the preparation and writing of two papers, each of which typifies the requirements and expectations of a different academic discipline. As students in their first year of study not only take courses in their major, but also in other disciplines as part of the Core Curriculum, Principles of Academic Writing is directly applicable to their academic writing needs. The course further concentrates on developing the critical reading and thinking strategies that academic writing requires. A combined process and product approach to effective and appropriate academic writing is implemented throughout the course, with students receiving individual mentoring in addition to class tuition. This is the first course in the Richmond academic research and writing sequence.

**Prerequisites:** English Placement Assessment result of 3.0 OR successful completion of EAP 3255, EAP 3260 and EAP 3265 (min grade C in all courses).

**Aims and Objectives:**

The primary aim of this course is to help students meet with confidence the challenges of writing at university and beyond, with specific reference to the writing of research papers, critical analyses, survey-based reports, summaries and presentations. This course further develops the skills and strategies students need to write academic assignments that are objective, reasoned, well-developed and supported. Students are expected to demonstrate that they are capable of following a required citation system. The secondary aim of this course is to enable students to participate more effectively in the academic community by engaging with the writing of others, including that of their peers.

**Programme Outcomes:**

3 B i

3 C i

3 D i

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:

- Prepare and produce an expository paper of 1,500 words that analyses a current event in terms of its direct and indirect causes and its short-term and long-term effects
- Prepare and produce a survey-based report of 1,250 words on a topic relevant to the students' specific interests
- Make an oral presentation of the above report, focusing on the survey results and their implications.
- Read texts critically in preparation for a range of academic tasks.

**Indicative Content:**

- Critical reading of texts
- Note-taking
- Responding to the requirements of a specific task
- Brainstorming and organisational strategies
- Developing and refining content and organisation
- Revision and proof-reading, including effective response to instructor and peer feedback
- Formatting, with sources cited according to the specified style
- Academic honesty and copyright
- Meeting submission requirements
- Oral presentation skills
- Exam writing strategies and skills

**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:

<b>Summative Assessment Items</b>	<b>Weighting</b>
Assignment One Paper	25%
Assignment Two Paper	20%
Assignment Two Oral Presentation	10%
Preparatory Tasks	10%
Critical Reading Midterm Exam	15%
Final Exam (1.25 hrs)	20%

**Teaching Methodology:** Classroom-based sessions blend instructor input with individual, small and large group activities such as brainstorming, information-sharing, presentation, discussion and debate. Such interaction will target the content of a paper, and the effective written communication of that content. During sessions in the computer laboratory, individual tutoring takes place in order to meet each student's specific needs as an academic writer. Computer laboratory sessions also require on-line discussion and peer feedback using a virtual learning environment (VLE). All students are required to prepare for each session as directed by the instructor.

**Bibliography:**

Reading texts on the specific issues focussed on during the semester, as distributed in class

**Indicative Text(s):**

Raimes, Ann, and Maria Jerskey. *Keys for Writers*. 6th ed. Boston: Wadsworth Cengage Learning, 2011.

**Web Sites**

As recommended in class – these will vary according to the issues concerned.

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

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Change Log for this CSD:

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