

**Academic Literacies at RAIUL**

* 5000 level Research Methods courses in the disciplines
* **GEP 4180 Research & Writing II**
* **GEP 3180 Research & Writing I**

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* EAP

**COURSE SPECIFICATION DOCUMENT** *[key points only]*

**Academic School** General Education/Liberal Arts[[1]](#footnote-1)

**Programme:** General Education/Liberal Arts

***FHEQ* Level:** 3

**Course Title: Research and Writing I**

**Course Code:** **GEP 3180**

**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 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. A grade of C- for this course is required to progress to GEP 4180 Research and Writing II.

**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.

**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.

**COURSE SPECIFICATION DOCUMENT** *[key points only]*

**Academic School** General Education/Liberal Arts

**Programme:** General Education/Liberal Arts

***FHEQ* Level:** 4

**Course Title: Research and Writing II**

**Course Code:** **GEP 4180**

**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:**

How do you develop your critical research and writing skills to be effective in the academic and professional arenas? How do you design and structure an argument that is convincing? This course focuses on the principles of good scholarship and academic practice that will be required throughout the students’ studies and in the workplace. These skills are developed throughout the course so that students may, with increasing confidence, produce well-researched writing that demonstrates critical engagement with a self-selected academic topic. This is the second course in the Richmond academic research and writing sequence.

**Prerequisites:**

A grade of C- or higher for GEP 3180 Research and Writing I, or exemption from GEP 3180 due to transfer credit or the Academic Reading and Writing Assessment

**Aims and Objectives:**

* To provide extended opportunity for the application of in-depth critical and reflective practices in research and writing processes
* To enable the extension and application of knowledge of convention and good practice in research and writing across academic constituencies.
* To develop methodological tools that are required in research and writing components across the curriculum, and, more broadly, in professional life.
* To develop, through effective research of academic sources, engagement with the cultural, social and political issues under scrutiny.

**Learning Outcomes:**

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

1. Demonstrate understanding of the application of in-depth and reflective practices in research and writing processes
2. Demonstrate ability to deploy appropriate level of language, convention and good practice in research and writing across academic constituencies.
3. Apply methodological tools and processes that are required in research and writing components across the curriculum and, more broadly, in professional life.
4. Demonstrate, through effective research of academic sources, engagement with academic debates around the cultural, social and political issues selected for scrutiny.

**Indicative Content:**

**I. Reading**

* **Information literacy**: using and understanding information architectures (e.g. academic gateways); advanced methods for locating knowledge
* **Critique**: a questioning, evaluative, active approach to texts; who is an author/what is a text, purposive reading; exploring the context of texts; inference; values awareness of writer’s voice; contextualisation of themes
* **Reading of academic texts**: strategies, reader expectations, finding the shape and conventions of a text; finding meaning
* **Evidence**: the role of evidence; judging hierarchies of evidence; effective incorporation of evidence
* **Organisation of information**: independent selection, classification and processing of knowledge
* Development of **ethical dimensions of research**

**II. Writing**

* **Argument and logic**: finding, defining, elaborating and defending a position; logical fallacies; cultures of argument
* **Academic style and presentation**: cohesion, register; the role of evidence; identification and hierarchies of evidence; effective incorporation of evidence
* **Epistemolog**y: concepts of knowledge (as contested, multiple, fluid, contingent on time and culture); critical comparison of texts; knowledge as cumulative and incremental: drafting, processes of reviewing, redrafting a paper
* **Research design** : strategies for outlining, organising and planning a paper, sequencing and sign posting, coherence
* **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.

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***References and further reading***

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*Original Reference List compiled for ALP Review by J. Hathaway; edited and expanded by S. Neilson*

**Contact details:**

Shuna I. A. Neilson

Associate Professor, School of Liberal Arts

Richmond the American International University in London

Queen's Road, Richmond upon Thames, TW10 6JP, UK

++44 (0)20 8332 8324

neilsos@richmond.ac.uk

1. Formerly School of General Education; now School of Liberal Arts [↑](#footnote-ref-1)