

**COURSE SPECIFICATION DOCUMENT**

<b>Academic School:</b>	School of Liberal Arts
<b>Programme:</b>	Year 1 Programme
<b>FHEQ Level:</b>	3
<b>Course Title:</b>	Fundamentals of Research and Writing
<b>Course Code:</b>	LIBA 3102
<b>Student Engagement Hours:</b>	160 (standard 4- credit BA course)
Timetabled hours	45
Guided Learning Hours:	15
Independent Learning:	100
<b>Credits:</b>	16 UK CATS credits 8 ECTS credits 4 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.

**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.
- To develop understanding of the effective and ethical use of AI tools to assist at various stages of academic writing.

**Programme Outcomes:**

C3I, D3I

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/programme-and-course-specifications/>

**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.
5. Demonstrate an understanding of the effective and ethical use of AI tools to facilitate research and writing processes.

**Indicative Content:**

**I. Reading**

- **Information literacy:** using and understanding information architectures (e.g. Google; academic gateways); methods for locating knowledge; critical use of AI tools
- **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, use of AI for editing and proof-reading
- **Guided research design:** organization of information: received organizational frameworks; working with outlines; critical analysis of AI-produced material
- **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 Standard Assessment Norms approved at Academic Board and located at:

<https://www.richmond.ac.uk/university-policies/>

**Teaching Methodology:**

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

**Bibliography:**

Reading texts as distributed in class.

***Indicative Text(s):***

Baratta, A. (2020) *Read critically*. Los Angeles: Sage.

Chatfield, T. (2020) *Think critically*. Los Angeles: Sage.

Cottrell, S. (2024) *The study skills handbook*. 6th edn. London: Bloomsbury.

Day, T. (2023) *Success in academic writing*. 3<sup>rd</sup> edn. London: Bloomsbury.

Read, S.H. (2024) *Academic writing skills for international students*. 2<sup>nd</sup> edn. London: Bloomsbury.

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

---

Change Log for this CSD:

Nature of Change	Date Approved & Approval (School or AB)	Change Actioned by Academic Registry
First edition	Nov 2024	
Updated Programme and course title	Feb 2025	