<u>**COURSE SPECIFICATION DOCUMENT**</u>

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

Academic School/Department:	General Education Department
Programme:	Combined Studies
FHEQ **Level:**	4
Course Title:	Principles of Academic Research
Course Code:	ARW 4195
Course Leader:	Shuna Neilson
Student Engagement Hours:	160
Lectures:	30
Seminar / Tutorials:	30
Independent / Guided Learning:	100
Semester:	Fall, Spring, Summer
Credits:	16 UK CATS credits
	8 ECTS credits
	4 US credits

Course Description:
This 4-credit course focuses on the principles of good scholarship and academic practice that will be required throughout the students' studies. These are built up throughout the course so that students may, with increasing confidence, produce well researched writing that demonstrates both critical engagement with and the effective communication of self-selected academic topics, including one in their major. The course provides specific guided practice in researching, framing and presenting a thesis-driven argumentative paper, and in the production of a critically assessed literature review leading to a viable and justified hypothesis. To further each student's induction into academic literacy practice, there is discussion and critical analysis of a variety of media, professional and academic sources; advanced information literacy taught by a tutor librarian; discussion of reasons for and practices of citation and of the professional presentation of academic work.

Prerequisites:
- ARW 3195 (min grade C-), or English Placement Assessment result of 4.0
- (NB for ARW 4195 intensive summer courses, a grade of B- or better in ARW 3195 is required.)

Aims and Objectives: During the semester, students produce two research papers of 2,000 words, one in the first half of the semester and one in the second. Through the process of

creating these papers, the principal aim is to enhance a student's ability to conduct research effectively and critically, to think logically and rationally, and to produce effectively written academic papers that demonstrate a high standard of integrity, scholarship and presentation. To achieve this, the course aims to teach students about the nature and expectations of different academic constituencies so that they may draw upon this while writing papers which not only effectively communicate their research and thinking, but are acceptable to an intended audience. A further aim is to enable the student to take a powerfully reasoned and persuasive stance within the framework of a debate. The course also aims to prepare students to engage with and evaluate different types of sources, and to communicate their research effectively and appropriately, understanding that researching critically, reading critically, and thinking both critically and creatively all operate in the writing of academic papers.

Programme Outcomes:
4Ai, 4Bi, 4Ci, 4Cii, 4Di, 4Dii, 4Diii

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

- Prepare and produce an effectively written, thesis-driven argumentative research paper of 2,000 words which includes a refuted/conceded counter-argument
- Prepare and produce an effectively constructed paper of 2,000 words in which a problem is specified, previous responses to the problem are critically assessed in a literature review, and a new, full or partial solution is hypothesized and justified
- Use library and internet resources confidently to conduct research and to assess the quality of sources

Indicative Content:
- Plagiarism prevention
- Reasons for using citation systems (scholarly)
- In-text multi-sourcing
- Informative/expository vs. argumentative discourse
- Primary vs. secondary research
- Checking the viability of a research topic
- Formulating an argumentative research question
- Specifying a research problem
- Argumentative thesis statements
- Hypothesis statements and rationales
- Structuring an argumentative paper strategically
- Inductive vs. deductive logic
- Cause/effect and analogy in argument
- Rebuttal/refutation and concession
- Primary vs. secondary sources
- Constructing and annotating a working bibliography
- Advanced online and library research
- Reading as an active process with critical information processing

- Mediating media sources
- Critiquing professional and academic sources
- Record keeping systems (sources)
- Systems of planning and outlining a paper
- Proofreading and editing
- Reader-focused introductions
- Shaping conclusions – beyond mere summary
- Paragraphing to convey meaning and as an organizational tool
- Textual cohesion and coherence
- Academic lexis extension
- Writing a formal outline
- Writing a scholarly abstract

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:

Summative Assessment Items	Weighting
Preparatory tasks	15%
Project One: final paper and drafts	30%
Project Two: final paper and drafts	30%
Mid-term exam	15%
Information Literacy	10%

Teaching Methodology:

During the first session of each week, held in a classroom, the instructor provides input and sets up interactive tasks. The instructor expects all students to prepare for each class session as directed. This includes all required reading and online tasks. The mid-week session is led by the Information Literacy tutor who provides hands-on training in internet and library research skills and strategies using sites. As these sessions are held in a computer laboratory, the tutor is also able to provide help to students on an individual basis as required. Computer laboratory sessions, held during the last session of each week, may be used by the instructor for input and/or for interactive tasks. The instructor will set up electronic research, on-line discussion and both instructor and peer e-feedback using the University VLE. The instructor also engages in individual tutoring during the lab sessions in order to meet the specific needs of each student writer and the topic s/he has chosen to explore.

Bibliography:
As per the topic-based reading list distributed at the start of the semester (topics are changed each semester)

IndicativeText(s):
Raimes, Ann. Keys for Writers, 6th ed. Boston: Houghton Mifflin, 2010.
An English-English dictionary
A thesaurus

Journals
As specified by the module instructor and the information library tutor (these will vary according to the topics about which students select to research)

Web Sites
As specified by the module instructor and the information library tutor (these will vary according to the topics about which students select to research)
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 LTPC)	Change Actioned by Academic Registry