

## 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>FHEQ Level:</b>	3
<b>Course Title:</b>	Academic Orientation
<b>Course Code:</b>	EAP 3200
<b>Course Leader:</b>	Elizabeth Long
<b>Student Engagement Hours:</b>	180
Lectures:	67.5
Independent / Guided Learning:	112.5
<b>Semester:</b>	Fall and Spring
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

This course provides new EAP students with a thorough grounding in what it means to study in an English-medium institution of Higher Education. It provides a comprehensive overview of faculty expectations in terms of academic work and in-class participation, and familiarity with the academic support systems and assistance available to all Richmond students. It trains students in effective and acceptable methods of student-student and student-faculty communication. It develops key management and motivational strategies designed to maximize the effectiveness of study. It provides students with the tools to identify their own optimal learning styles and strategies, and inculcates effective habits and patterns of academic study. In so doing, it promotes learner autonomy and the self-reflective strategies that successful students learn to use.

**Prerequisites:** N/A

### **Aims and Objectives:**

The principal objective of this course is to provide students with an academic orientation which will enable them to conduct their studies effectively from the very start and then go on to complete a degree program successfully. The key aims of the course are to empower students within an academic setting; to promote learner autonomy by assisting students to gain a greater understanding of themselves as academics; to enable students to fully

understand the demands that will be made of them during their academic career; to equip students to capitalize on their strengths and to identify and work to overcome their weaknesses; to provide training and opportunities for students to reflect on what is involved in a range of academic learning processes and to develop effective meta-cognitive strategies that will enable them to exploit their learning potential to the full.

### **Programme Outcomes**

3Bi, 3Ci, 3Di

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental page of the portal.

### **Learning Outcomes:**

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

- clearly understand and articulate their reasons for being at this University, including an awareness of the rich cultural resources of the area which can support their studies.
- identify the learning styles and motivational strategies that will spur them to success, and reflect on the impact of their learning.
- draw on a range of strategies to aid both linguistic and academic development.
- show familiarity with sources of assistance at the university and the support that they offer, including for the prevention of plagiarism.
- interact appropriately with faculty and staff at the university in a wide variety of situations.

### **Indicative Content:**

- Individual aims for the first year and later reflection on progress
- Individual study techniques and use of assistance services
- Listening strategies
- Preparation and research for trips
- Presentation techniques
- Communication with faculty and staff
- Exam etiquette and techniques

### **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>
My aims for /my progress over the semester	15%
Use of University assistance services and communication with faculty and staff	15%
Class trips – reports and presentations	40%
Learning strategies	30%

**Teaching Methodology:**

Classroom sessions will consist of short talks, followed by question-and-answer sessions and discussions. Students will then be required to perform tasks related to the content of the talks, often online. Many of these tasks will have to be completed for homework. On several occasions throughout the semester students will be addressed by non-EAP faculty e.g. when visiting the library. Students will be required to participate in two co-curricular trips during the semester for which preparatory and follow-up work will be mandatory.

**Bibliography:**

Reading texts will be handed out in class

**Indicative text(s):**

An English/English dictionary such as *MacMillan English Dictionary for Advanced Learners*

*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