

**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
<b>Programme:</b>	Combined Studies
<b>FHEQ Level:</b>	3
<b>Course Title:</b>	<b>Principles of Academic Writing</b>
<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:** None

### **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 archive maintained by the Academic Registry and found at:

<http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

### **Learning Outcomes:**

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

- Produce a well-structured expository cause and effect essay of 1,500 words, in a given citation style, demonstrating an understanding of given texts and an ability to analyse the information contained in them
- Produce a recommendation report of 1,250 words, in a given citation style, based on students' own guided research of their selected topic and on the results of surveys compiled and distributed to fellow students.
- Deliver a well-structured presentation of the above report, demonstrating an ability to engage with and analyse the subject matter, and to use effective presentation techniques.
- Demonstrate an understanding of the importance of effective preparation for a task, including carrying out the required reading, producing the required written drafts and responding to feedback.

### **Indicative Content:**

- Critical reading: analysing given 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
- Oral presentation skills

**Assessment:**

This course conforms to the Richmond University Writing Intensive Assessment Norms approved at Academic Council on June 28, 2012.

**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 focused on during the semester, as distributed in class

**IndicativeText(s):**

See syllabus for complete reading list

**Journals**

**Web Sites**

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

---

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Major	Reduction from 3 to 2 Assignments	December 2012	
Major	Change from <i>University Special Program</i> to <i>Writing Intensive Assessment Norms</i>	December 2013	

Minor	Dept: From <i>ALP</i> to <i>General Education</i> Indicative Texts entry changed to <i>See syllabus</i>	February 2014	
Major	Change to Learning Outcomes and to Indicative Content	June 2014, LTPC	