COURSE SPECIFICATION DOCUMENT

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

Academic School: General Education

Programme: General Education

FHEQ **Level:**   3000

Course Title: Transitions: London Calling I

Course Code: GEP 3100

Course Leader: Mary Robert

Student Engagement Hours: 120
Fact-finding trips   5
In-class Demonstration and Practice   20
Seminar / Tutorials: 20
Independent / Guided Learning: 75

Semester: Fall/Spring
Credits: 12 UK CATS credits
                                  6 ECTS credits
                                  3 US credits

Course Description:
This core course focuses on you as a student, an active citizen and a future employable graduate. How do you imagine yourself in a year's time? In five or even ten years' time? How will you use your University career to help you to become that person? In this course, students will discuss and respond to issues related to the transition to University, reflecting on how they can become independent learners. They will learn to use a range of digital platforms for individual and group project work, focussing strongly on effective communication, including oral presentation and taking into account issues of accessibility for all. They will research the context of and plan for service learning in the London area, all the time looking forward to a professional future in a digital world.

This is the first course in the Richmond Transitions sequence.

Prerequisites: None

Aims and Objectives:
The aim of this course is to equip students with a series of attributes applicable both to their transition to university life, by becoming effective independent learners, and to the demands of the workplace today and tomorrow. In the first semester it aims to develop

- oral communication and listening skills through making and responding to presentations
- awareness of learning strategies appropriate to the individual
- digital literacy through learning to effectively use a range of technologies for a chosen project, recognising the advantages and disadvantages of different technologies, and the need for accessibility for all
- teamwork and self-organisational skills through carrying out a project with others
- information literacy through practising the use of specific search techniques to aid research for a chosen project
- critical thinking and reflective writing through research on a community issue

Programme Outcomes:
A1, A2, A5, A8, A9, B1, B2, B3, B4, B6, B9, B10, B12

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:
- set achievable short-term and long-term goals for university, further academic and professional life and future employability, and reflect on progress towards achieving them
- research and understand the context for a chosen community activity
- understand and implement the key skills required to make an effective oral presentation
- apply knowledge of the use of specific research techniques, software and applications to determine their appropriateness for a range of tasks
- identify effective learning strategies to aid academic success

Indicative Content:

Transition to the University community:

      Setting goals, classroom expectations, course planning, using University online resources

      Transferable skills: time management, stress management

      Learning styles

Academic skills across the curriculum:

      Note-taking

      Oral presentation skills

      Responding to feedback

      Setting up a PDP

      Reflective writing

Service learning:

      Why service learning?

      Various types of research into a community issue

      The communities of Richmond and London

      Introduction to ethics of primary research

      Presentation and report about community issue

Digital literacy:

      Basic information literacy

      Word, Excel, online forms, posters

      Online safety and privacy

      Effective data storage

      Graphic presentation skills

Assessment:

This course conforms to the Richmond University **Service Learning and Internship Assessment Norms** to be approved by LTPC

Teaching Methodology:

During the first semester, transitional classroom skills will be practised through role play and small group discussions. Students will work in pairs or small teams to plan and undertake tasks for an agreed project related to a community activity. Digital literacies will be taught and practised in computer labs and on laptops in the classroom, with experimentation outside the classroom. Peer mentors and senior students will share their own related experiences. Outside speakers will address students in class, student affairs personnel will provide support and advice, and a fact-finding trip will take place in Richmond or other parts of London.

Indicative texts:

Bell, Douglas. <u>Passport to academic presentations.</u> Garnet Education 2014.

Williams, Kate, Mary Woolliams and Jane Spiro. <u>Reflective Writing</u>. Palgrave Macmillan 2012.

Bibliography:
Cottrell, Stella. <u>Skills for Success – Personal Development and Employability</u>. Palgrave Macmillan 2010.

Web Sites
http://www.prepareforsuccess.org.uk/
http://www.elanguages.ac.uk/los/dl/what_is_digital_literacy.html
http://www.jisctechdis.ac.uk/techdis/home

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