#### **COURSE SPECIFICATION DOCUMENT**

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

| Academic School:   | General Educ                   | ation                 |
|--|--------------------------------|-----------------------|
| Programme:   | General Education              |                       |
| FHEQ Level:  | 3000                           |                       |
| Course Title:  | Transitions: London Calling II |                       |
| Course Code:   | GEP 3101                       |                       |
| Course Leader:   | Mary Robert                    |                       |
| Student Engagement Hours:<br>Service Learning activity<br>In-class Service learning research and<br>In-class demonstration and practice: | preparation                    | 120<br>15<br>30<br>10 |

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

### **Course Description:**

Seminar / Tutorials:

Independent / Guided Learning:

This core course focuses on you as a student, an active citizen and a future employable graduate. How can you use London, with all its attractions and all its problems, to help others whilst helping yourself? In this course, students will make full use of the research undertaken last semester, and the full range of skills being developed, to get involved in service learning in London and reflect critically on the effects both on themselves and on others.

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This is the second course in the Richmond Transitions sequence.

Prerequisites: GEP 3100

## Aims and Objectives:

The aim of this course is to equip students more fully 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 second semester it aims to build on and further develop skills introduced in the previous semester, specifically

- enhanced oral presentation skills through a presentation about a community activity, employing a range of digital literacy skills
- self-organisational skills through preparation for and completion of a community activity/activities
- social perceptiveness, awareness of difference and ethical issues, effective listening, teamwork, leadership and communication skills through involvement in a community activity
- critical thinking and reflective writing through a reflective journal, taking account of previous goals set, and employing enhanced digital literacy skills which show an awareness of audience with a range of needs

### **Programme Outcomes:**

A1, A2, A5, A9, B1, B2, B3, B4, B5, B7, B8, B9, B10, B11, 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: <u>http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx</u>

# Learning Outcomes:

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

- critically reflect on progress towards achieving short-term and long-term goals for university, further academic and professional life and future employability
- understand and implement the enhanced skills required to make an effective oral presentation
- apply knowledge of the use of an increasing range of search techniques, software and applications to carry out specific tasks
- show understanding of the effects of active citizenship both on themselves and others in the community

### **Indicative Content:**

Transition to the University community:

Progress towards goals

- Development of transferable skills: includes emotional intelligence and leadership
- CV creation

Course planning

Academic skills across the curriculum:

Enhanced oral presentation skills

- Project research and writing
- Development of PDP

Development of reflective writing

Service learning:

Preparing for and progress towards completion of service learning activity/activities and related project Awareness of relevant ethical issues

Awareness of relevant ethical

# Digital Literacy:

Further information Literacy skills Video/photography skills for project work Using online resources to enhance accessibility Using social media as a project and an employability tool Enhanced 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 second semester, community activities will take the place of some specified time in the classroom, but regular one-to-one or small group meetings to provide support and discuss progress will also take place, leading to individual selfreflection. Students will be encouraged to share experiences and provide peer feedback on classroom tasks and activities. Peer mentors and senior students will also share their related experiences, and student affairs personnel will provide support and advice. Digital literacy skills will be taught and practised in the computer lab and on laptops in the classroom, with experimentation outside the classroom.

### 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

Change Log for this CSD:

| Major or<br>Minor<br>Change? | Nature of Change | Date Approved &<br>Approval Body (School<br>or LTPC) | Change<br>Actioned by<br>Academic<br>Registry |
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