

## COURSE SPECIFICATION DOCUMENT

<b>Academic School / Department:</b>	School of Liberal Arts
<b>Programme:</b>	Various
<b>FHEQ Level:</b>	4
<b>Course Title:</b>	Research and Writing II
<b>Course Code:</b>	GEP 4180
<b>Student Engagement Hours:</b>	120 (standard 3- credit BA course)
Seminar / Tutorials:	45
Independent / Guided Learning:	75
<b>Semester:</b>	Fall, Spring, Summer
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

How do you develop your critical research and writing skills to be effective in the academic and professional arenas? How do you design and structure an argument that is convincing? This course focuses on the principles of good scholarship and academic practice that will be required throughout the students' studies and in the workplace. These skills are developed throughout the course so that students may, with increasing confidence, produce well-researched writing that demonstrates critical engagement with a self-selected academic topic.

This is the second course in the Richmond academic research and writing sequence.

### **Prerequisites:**

GEP 3180

### **Aims and Objectives:**

- To provide extended opportunity for the application of in-depth critical and reflective practices in research and writing processes
- To enable the extension and application of knowledge of convention and good practice in research and writing across academic constituencies.

- To develop methodological tools that are required in research and writing components across the curriculum, and, more broadly, in professional life.
- To develop, through effective research of academic sources, engagement with the cultural, social and political issues under scrutiny.

**Programme Outcomes:**

A2, B2, C1, C2, C3

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

<http://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

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

- Demonstrate understanding of the application of in-depth and reflective practices in research and writing processes
- Demonstrate ability to deploy appropriate level of language, convention and good practice in research and writing across academic constituencies.
- Apply methodological tools and processes that are required in research and writing components across the curriculum and, more broadly, in professional life.
- Demonstrate, through effective research of academic sources, engagement with academic debates around the cultural, social and political issues selected for scrutiny.

**Indicative Content:**

**I. Reading**

- **Information literacy:** using and understanding information architectures (e.g. academic gateways); advanced methods for locating knowledge
- **Critique:** a questioning, evaluative, active approach to texts; who is an author/what is a text, purposive reading; exploring the context of texts; inference; values awareness of writer's voice; contextualisation of themes
- **Reading of academic texts:** strategies, reader expectations, finding the shape and conventions of a text; finding meaning
- **Evidence:** the role of evidence; judging hierarchies of evidence; effective incorporation of evidence

- **Organisation of information:** independent selection, classification and processing of knowledge
- Development of **ethical dimensions of research**

## II. Writing

- **Argument and logic:** finding, defining, elaborating and defending a position; logical fallacies; cultures of argument
- **Academic style and presentation:** cohesion, register; the role of evidence; identification and hierarchies of evidence; effective incorporation of evidence
- **Epistemology:** concepts of knowledge (as contested, multiple, fluid, contingent on time and culture); critical comparison of texts; knowledge as cumulative and incremental: drafting, processes of reviewing, redrafting a paper
- **Research design :** strategies for outlining, organising and planning a paper, sequencing and sign posting, coherence
- **Citation:** purpose and value of citation to the reader and to the author; conventions of citation

### **Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and are located at <https://www.richmond.ac.uk/university-policies>.

### **Teaching Methodology:**

Combination of lectures, seminars, group work, pair work, one-to-one tuition, and self-study through electronic media.

### **Bibliography:**

Reading texts as distributed in class

See syllabus for complete reading list

### **Indicative Text(s):**

No specific text

### **Journals**

[Click here to enter text.](#)

### **Web Sites**

[Click here to enter text.](#)

**Change Log for this CSD:**

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry
Pre-requisite change	School of Gen Ed, September 2015	Y