

## COURSE SPECIFICATION DOCUMENT

<b>Academic School / Department:</b>	School of Liberal Arts
<b>Programme:</b>	General Education Programme
<b>FHEQ Level:</b>	3
<b>Course Title:</b>	Fundamentals of Research and Writing
<b>Course Code:</b>	EAP 3270
<b>Student Engagement Hours:</b>	120
Lectures:	
Seminar / Tutorials/Practice:	45
Guided learning	22.5
Independent / Guided Learning:	52.5
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

What does research involve? How will you use it effectively in your own writing? This course is designed to introduce students to strategies for the effective reading of a range of texts to enhance understanding and critical assessment. You will learn ways to select and acknowledge these sources of information and write about them in a structured fashion as required in university study. You will learn to organise your paragraphs and choose appropriate academic vocabulary in your writing, to convey your meaning clearly to your reader.

A minimum grade of C- on this course and EAP 3275 is required for students to progress to GEP 3180, Research and Writing I.

### **Prerequisites:**

**None. Placement in the course via Orientation English Placement Test**

### **Aims and Objectives:**

This course aims to give students fundamental skills in reading and writing in mainly academic contexts such as will help them meet the literacy requirements of other 3000 level courses. The key objectives are to provide strategies for students to broaden their academic vocabulary, to use pre-reading, intensive and extensive reading strategies, to enable them to conduct research more effectively; to develop organizational skills in writing, to express themselves clearly and accurately, and to use their own ideas and the ideas of others as a stimulus for the production of clearly written essays.

### **Programme Outcomes:**

A1, A2, A3, A8, B1, B4, B9

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at: <https://www.richmond.ac.uk/programme-and-course-specifications/>

### **Learning Outcomes:**

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

- Demonstrate the use of a range of strategies to assess, read and understand texts from a variety of genres common to academic studies.
- Demonstrate the ability to select appropriately from a supplied range of texts for a given task
- Demonstrate an understanding of the relationship between citation and the original sources
- Plan and produce structured, easily comprehensible essays in response to a given task
- Produce written work using effective vocabulary, syntax and grammar in an academic style, appropriately presented

### **Indicative Content:**

- Pre-reading strategies
- Reading strategies appropriate for different learning styles
- **Identification** of genre, source, purpose and **current** relevance
- Identification of thesis, main and supporting ideas
- Note-taking
- Extensive reading
- How to navigate a text-book
- Fundamentals of citation
- Paragraphing
- Drafting and responding to feedback
- Syntax and grammar for academic writing
- Academic style
- Proof-reading

### **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:**

This course will meet twice a week. Materials will be used which encourage cross-cultural and cross-linguistic awareness and sensitivity and offer students opportunities to share experiences and understandings based on their home cultures and languages. Class sessions will involve individual, pair and small group discussion as well as reading and writing tasks. One session per week will take place via Blackboard Virtual Learning Environment (VLE) to enable guided writing practice.

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

Reading texts will be handed out in class

- Bailey, S., 2018. *Academic writing: A handbook for international students*. 5th ed. London: Routledge
  - Cottrell, S., 2019. *The study skills handbook*. 5<sup>th</sup> ed. London, New York: Bloomsbury Academic.
  - Read, S.H., 2019. *Academic writing skills for international students*. London: Macmillan study skills.
  - Rundell, M and Fox, G., 2007. *MacMillan English dictionary for advanced learners*. 2<sup>nd</sup> ed. Macmillan ELT.
  - Wallwork, A., 2022. *Writing an academic paper in English: Intermediate level*. Springer International Publishing.
  - Yule, G., 2019. *Oxford practice grammar – Advanced*. Updated ed. Oxford: OUP.
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### **Journals**

The journal of the *British Association of Lecturers of English for Academic Purposes (BALEAP)*:

- Nesi, N. and Hu, G. eds. *Journal of English for academic purposes*. London, New York: Elsevier. Available at: <https://www.sciencedirect.com/search?pub=Journal%20of%20English%20for%20Academic%20Purposes&cid=272636>.

The journal of the *European Association for the Teaching of Academic Writing (EATAW)*:

- Ganobcsik-Williams, L. and Gustafsson, M., eds. *Journal of academic writing*. Coventry University. Available at: <https://publications.coventry.ac.uk/index.php/joaw/index>.

### **Web Sites**

- *EAPfoundation.com* <https://www.eapfoundation.com/>
- *MacmillanDictionary*. Available at: <https://www.macmillandictionary.com/> >.
- *Oxford practice grammar Advanced Resources*. Available at: <https://elt.oup.com/student/practicegrammar/advanced/?cc=gb&selLanguage=en>
- *Using English for academic purposes for Students in Higher Education*. Available at: <http://www.uefap.com/> >

**Change Log for this CSD:**

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry
Major change: EAP assessment norms changed to standard assessment norms	9/6/17 AB	
Major change: 3hrs to remain as class hours but 1.4hrs to be conducted online	March 2023	
Corresponding update to Teaching Methodology	March 2023	
Minor adjustments to Learning Outcomes and Indicative content	March 2023	
Revision of Indicative texts, addition of Journals and Websites	March 2023	
Update to wording of Pre-Req	March 2023	

Revision – annual update	May 2023	