

Module code	FND304	Level	3
Module title	Writing for Success at University	Credit value	10
Common/Core/ Elective	Common	ECTS Credits	5
		Notional learning hours	100
Courses on which the module is taught	All	Teaching Period	Autumn/ Spring

1. Module description

This module develops your writing skills and knowledge, to prepare you for success at university. You will consider writing as a process that is shaped by your knowledge of genre, audience and purpose – and you'll learn to identify common features of successful academic writing.

Engage with motivating writing challenges that support the skills required in the Foundation, and the skills you will need to complete written tasks at degree-level. You will explore aspects such as style, register, structure and referencing, and learn to harness digital tools to aid your writing. In this module, you will take on board feedback and use it to develop further. You will also reflect on the overall process of becoming a more proficient academic writer, all within a supportive classroom atmosphere.

As a result, you be able to approach your assessment tasks with confidence, demonstrating your learning in written tasks across your studies.

2. Learning outcomes

Upon successful completion of this module, you will be able to:

Communication (MLO5)

Communicate appropriately in writing for your audience and purpose in a multicultural and/or international academic setting.

Discipline Skills (MLO8)

Use a limited range of established genre, register and discipline-specific writing techniques and conventions for academic purposes.

3. Learning and teaching methods

Sessions provide opportunities for you to engage with motivating writing challenges which support the written skills required on the foundation and anticipate degree level written tasks (essays, reports, reflection and more).

Initially, you will work with students from across the foundation, considering writing as a process, the conventions of key academic written genres and the features of academic written styles. You will then apply this knowledge of academic writing to the assessment task for your subject-specific core module (Business, Creative Arts or Liberal Arts).

On this module you will learn via a cycle of writing texts, reflecting on what you have produced, and then responding to feedback, so active participation is essential.

Learning hours	
Directed learning	36 hours
Workshops/classes	36
Guided/Self-guided learning	64 hours
Total	100

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

4. Assessment, formative feedback and relative weightings

IMPORTANT NOTE: The assessment for this module is shared with the written assessment task of your term 1 subject-specific core module. However, the assessment criteria applied to that work on this module will be different, focusing on your ability to apply an appropriate academic style and the features of effective academic writing.

Assessment 1: See written assessment task for subject-specific core module: Reflective Essay (Business students), Workbook (Fashion and Design) or Case Study (Liberal Arts).

Weight (%): 100

Word Count or Equivalent: See word counts of subject-specific core module assessment tasks.

The summative assessment will be preceded by an opportunity for formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module			
Assessment tasks	MLO5	MLO8	
Reflective Essay OR Workbook OR Case Study	√	√	

5. Indicative resources

Bailey, S. (2018) *Academic writing: a handbook for international students*, 5th edn. London/New York: Routledge/Taylor & Francis Group.

Frankenberg-Garcia, A, Roberts, J.C. and Lew R. (no date) *ColloCaid – Find the words you need Homepage*. Available at: <https://www.collocaid.uk/> (Accessed: 15 July 2022).

Smith, S. (2020) *Writing*. Available at: <https://www.eapfoundation.com/writing/> (Accessed: 15 July 2022).
University of Southampton (2018) *Academic writing at university*. Available at: https://www.prepareforsuccess.org.uk/academic_writing_at_university.php (Accessed: 15 July 2022).