

RESEARCH & ACADEMIC WRITING SKILLS

IE University

Professor: **BRENDAN FINBARR ANGLIN**

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Degree course: FIRST

Semester: 1^o

Category: BASIC

Number of credits: 4.0

Language: English

PREREQUISITES SUBJECT DESCRIPTION

This course is based on three interlocking abilities which are developed over the fifteen sessions – effective research, critical thinking and academic & professional writing.

Using a macro-case study that will stretch over the length of the course the students will learn how to think critically in a written context. They will apply the 4S model (sense, strength, structure and style) to report writing, emails, papers and writing to persuade.

One of the main goals of the course will be the development of research skills so that students understand the critical role this plays in presenting polished, credible and authoritative papers and reports

A further aim is to develop critical thinking skills in order to fully understand and be able to analyse academic and professional texts in the areas and subjects related to their core degrees and in their future careers.

This course also familiarizes students with the various aspects of the writing process and guides them in the preparation of academic and professional papers, written communication, reports and essays across all subjects on their degree. The course provides useful tools and resources while giving students the opportunity to work through the writing process and other related areas such as brainstorming and creativity, advanced argumentation and persuasion, fast reading, deconstruction of texts, learning styles and effective note taking, all in a supportive and cooperative environment.

OBJECTIVES AND SKILLS

Upon completing this course, students will be able to:

Find information to develop, support and refute their topics (via the library and the Internet) more efficiently; choose an appropriate and relevant sources.

Be able to use the IE library, Google scholar etc. for effective research.

Be able to recognize credible and non-credible sources that can be used in academic formats. Correctly and effectively incorporate ideas of others into their writing and avoid plagiarism by using correct citation methods (in-text citations, summarizing, paraphrasing, etc.).

Correctly prepare formatted, organized references (using the APA system which is used in the BBA final projects).

Be able to deconstruct and construct texts using critical thinking methodology.

Quickly and effectively scan texts for key information.

Employ effective argumentation when writing papers and identify errors in other writer's arguments.

Identify and write structured academic papers, such as argumentative, expository, and compare/contrast research essays as well as other kinds of professional texts and written communication.

Be able to write reports that are clear, concise, critical and credible.

Identify and produce a well-written thesis statement.

Self and peer-evaluate academic papers for content and organization.

Understand what different styles of writing are and develop the more formal of them through the writing process, knowing when to use and apply different registers.

Be self-aware with respect to learning styles and coding of memory and apply this to note-taking.

METHODOLOGY

This course is practical, adapted to the needs of each student, and supplemented with extra material and resources to permit each student to find their own path while acquiring fundamental academic skills common to all IE students. By combining 'learning by doing', 360° feedback, selfpaced learning and study, group work, access to digital media, lectures, instructor feedback, and specialized workshops, this course places each student at the centre of the entire learning process.

Through a common syllabus and evaluation criteria every student can feel confident that they are receiving the same essential academic skills as their peers. However, the methodology is also designed to be flexible and robust enough to permit students to write on subjects linked to their own degree, go more in depth in areas where they feel they need to improve, explore in areas that catch their interest, learn at their own speed outside class through the use of videos and on-line materials, and sign up for workshops on specific subject areas that match their needs.

The professor is a facilitator who is there to guide and improve students' research skills, critical thinking, and academic & professional writing. For this reason, students are expected to come to class prepared to contribute with individual work as well as to work with peers (in pairs or small groups) and as a large group toward mastering the aforementioned concepts. The students will learn through peer review, instructor feedback (in class and on their homework assignments and final paper), critical analysis of texts and group discussion. It is also expected that students will keep up to date with and use the on-line videos and resources to complement knowledge learned in class.

A macro-case study will unite the disparate elements of the course, enabling the students to see the practical application of the areas that they learn on the course.

The extremely practical nature of this course is aimed at making students self-aware and selfsufficient in the areas of research, critical thinking and academic and professional writing as these are abilities and skills that they will need in all of their other BBA subjects and beyond.

Teaching methodology

Weighting

Estimated time a student should dedicate to prepare for and participate in

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in

Lectures	25.0 %	25 hours
Discussions	30.0 %	30 hours
Exercises	0.0 %	0 hours
Group work	15.0 %	15 hours
Other individual studying	30.0 %	30 hours
TOTAL	100.0 %	100 hours

EVALUATION CRITERIA

Grading criteria will be common for all students across all Writing Skills groups. Independently of any variations in how a session is taught, all professors use common evaluation rubrics and criteria. There is also coordination across the interpretation and application of this evaluation. This is done with the students' interest in mind, ensuring objectivity and fairness across the subject.

Regardless of whether a student passes or not in the evaluation part of the course, more than 30% absences on the course is an automatic fail per IE policy.

Students will be evaluated as follows:

Continuous evaluation (45% of final grade):

Assignments completed and turned in on time.

Preparation of reading assignments, attendance, and active participation in class, both individually and as part of a group.

Analysis of texts and quizzes

Preliminary paper plus evaluation template.

In-class participation

Peer-review using online technology

Essay 1 20%

Paper on case study covered in first block of the course.

This will directly complement the final essay and put into practice key research skills learned in the first part of the course.

Content (research, focus on ideas, incorporation of examples and ideas from bibliography, strength and logic of argumentation).

Organization (organization of ideas, arguments, information and citations).

Thesis statement (clearly defined and properly formatted).

Introduction and Conclusion (coherent and well-developed).

Evidence and support (assertions are backed up with reliable sources).

Language (grammar, vocabulary, spelling, use of text markers). Correct bibliography and in-text citations.

Essay 2 (20% of final grade)

Paper on case study covered in first block of the course.

This will directly complement the final essay and put into practice key research skills learned in the first part of the course.

Content (research, focus on ideas, incorporation of examples and ideas from bibliography, strength and logic of argumentation).

Organization (organization of ideas, arguments, information and citations).

Thesis statement (clearly defined and properly formatted).

Introduction and Conclusion (coherent and well-developed).

Evidence and support (assertions are backed up with reliable sources).

Language (grammar, vocabulary, spelling, use of text markers). Correct bibliography and in-text citations.

Group Project (15%)

- Group project on persuasive language used in writing and how to achieve your goals.
- Project based on case study covered in class. Graded using template given by professors.

Late Submissions

- A student will receive a mark of zero for any work (essays or assignments) submitted after the due date indicated by the professor.

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

Regarding to the newly implemented ‘liquid learning’ model, all students must still abide by the same IEU attendance policy, including those students who are connecting remotely to class sessions and not physically in the classroom because they are unable to be physically in Spain, on campus. During the sessions, students connecting remotely are required to fully connect their camera and microphone at all times, and must actively participate during the sessions (using all necessary audiovisual equipment), just as their fellow peers who are physically present in the classroom on campus.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Ø Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

Ø It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

Ø The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Ø Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

! Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

! In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year

as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

Criteria	Percentage	Comments
Group Presentation	15 %	
Individual essay	20 %	
Individual essay	20 %	
Continuous assessment	45 %	

PROFESSOR BIO

Professor: **BRENDAN FINBARR ANGLIN**

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Brendan Anglin

Brendan has taught the Negotiation and Conflict Resolution Module of the Masters in Leadership for the Irish Military College's Joint Command and Staff Course since 2010. He has also taught negotiation skills to AECID to diplomats from around the middle east, at FIAB, Elaborarium, Accenture, Inspiralia, INAP, the Spanish Ministry of Finance, MBA in Multilateral Projects with CECO, IDEPA, Promomadrid, Extenda, etc.

He has taught leadership and teambuilding at undergraduate level and Executive Level at IE University and Business School since 2017 and on the UIMP-CECO Masters program since 2004 (where he also teaches international negotiation skills). He created the YouTube channel "42 Fresh Ideas" which covers subjects related to Leadership.

He has taught presentations skills at IE University and in the public sector (ICEX, SOIVRE, IEF, Abogacia General) and private sector (Union Fenosa, Banesto, Visa, A4U, UAM). He also teaches the "Innovation, Past and Future" at IE University at Masters level. He teaches Critical Management Thinking on th IE MIM and IMBA programs. He also teaches "Rethinking Capitalist Democracies" and "Comparative Economic Systems", Fundamentals of Social Sciences, Profesional Skills, Research and Writing Skills and Impact Lab on the BBSS, BDBA, PLE, BIS, BIE, BBA, LLB, and BID undergraduate programs.

He received 37 awards for teaching excellence in his first four years at IE (including best teacher on several programs) He is the academic director of the IE Executive Education Courses "Complex International Negotiations" and "Leadership Skills for Fast Recovery" and the Saudi Aramco FACE program. In the Consular division of the Irish Embassy in Madrid for eight years he dealt with murderers, human traffickers, criminals and prisoners – and was also the visa officer where he struggled on a daily basis with the word "No".

His university studies include a BA in economics and history, Postgraduate in Business administration and MA in International Relations with a focus on OCAs. He started his professional career in International finance and expected to be there for the rest of his life. It is one of the many things he got wrong in his life. His publications include "The Negotiation Jungle" and "Leadership: Skills and Stories" and he is currently writing his doctorate on "Negotiations, Trust and Culture" at UAM. There will also be guest speakers from the military speaking on specific subjects on the course.

OTHER INFORMATION

Office hours by appointment at : banglin@faculty.ie.edu.