

## **The Internationalisation of HE: Locating academic writing and research in the university**

When home students and international students come together in degree programmes, this poses well documented challenges to both instructors and course developers (e.g., Caruana & Spurling, 2007). Arguably, the main problem is how to help students from diverse linguistic, cultural and educational backgrounds navigate their way through an Anglophone tertiary institute which privileges expectations and conventions that are frequently alien to home students (US or UK nationals) and international students alike. As both cohorts of students are attempting to gain membership of a new community, it makes sense to introduce them to the discourse practices which characterise much of the academic activity that they will be required to undertake. Richmond's approach to this problem is predominantly one of inclusion not exclusion. For this reason, academic writing and research courses form a core throughout each degree programme and are required of all students irrespective of their nationality or language background. This requirement is due to a historical accident - our inheritance of a US Freshman Composition tradition. Over the years, the courses have drawn significantly upon the EAP tradition, one which closely examines and analyses academic discourse practices and enables students to develop and deploy a critical stance towards their studies. Such a stance is seen as an integral part of their engagement with the academic community, and arguably has even wider resonances (Nussman, 2010; Slouka, 2009; Collini, 2010). Thus the courses form a spine which supports the coherent academic development of the students throughout their university life. These academic research and writing courses are constantly evolving as a result of multi-dimensional program assessment, and the current version with the underlying rationale will be presented.

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