

## Foundations of Academic Literacy: FAL X99

### Students' information: Spring 2018

Welcome to the Foundations of Academic Literacy course (FAL X99).

The Foundations of Academic Literacy (FAL X99) is offered by the Faculty of Education. FAL X99 has been carefully designed to meet your needs as a learner, to prepare you for your studies at SFU, and specifically to help you succeed in the Writing-Intensive (W) courses that you will take as part of your studies.

Please read the following sections to familiarize yourself with the course.

#### 1. AIMS

The course aims to provide students with a variety of opportunities to practise, develop, improve, and apply in context, different forms of academic literacy (reading, writing, and oral communication).

#### 2. TEACHING

The course is designed around the units of study set out in the syllabus. A variety of presentation methods will be used, including free writing activities. The aim of these activities is to give you an opportunity to gain confidence and learn through writing, without the pressure of having the written work assessed. When your instructor reads and marks free writing or other FAL writing activities, the emphasis will be on feedback that will help you to develop your academic literacy skills.

#### 3. ASSESSMENT & ADDITIVE CREDIT

FAL X99 is for "additive credit." This means that you take the course in addition to the normal 120 credits needed to graduate from SFU. The grade that you get for FAL X99 counts toward your overall GPA/CGPA.

In order to obtain FAL credit and to go on to take a W (Writing Intensive) course, students are required to pass the course overall with a minimum C grade.

All FAL X99 grading follows SFU's "Standard Grade System" letter/numerical equivalents below:

<b>SFU STANDARD GRADE SYSTEM</b>											
<b>(SFU Grading Systems and Policies: <a href="https://www.sfu.ca/students/calendar/2016/spring/fees-and-regulations/admission/grading-systems-and-policies.html#standard-grade">https://www.sfu.ca/students/calendar/2016/spring/fees-and-regulations/admission/grading-systems-and-policies.html#standard-grade</a>)</b>											
<b>Grade</b>	A+	A	A-	B+	B	B-	C+	C	C-	D	F
<b>Definition</b>	Excellent			Good			Satisfactory		Marginal		Fail
<b>Numerical Equivalent</b>	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00

### **The assessments in FAL X99 are as follows:**

1. Assessed In-class Writing 1: Summary (30%)
2. Assessed In-class Writing 2: Response Paper (35%)
3. Assessed In-class Writing 3: Essay (20%)
4. Active Learning (15%) - Consisting of the following:
  - Attendance and punctuality
  - Improvement during the course
  - Engagement in class
  - Giving helpful peer feedback
  - Homework completion
  - Revision and added research to assessed in-class writing tasks
  - Quizzes (as applicable)

***\*NB: All students are encouraged to review university policies pertaining to academic integrity available on SFU's Policies and Procedures website (see "Code of Academic Integrity and Good Conduct", SFU Policy Number S10.01 here:***

***<http://www.sfu.ca/policies/gazette/student/s10-01.html>). Please note: All drafts and revisions produced in FAL X99 will also be subject to SFU's Academic Integrity Requirements.***

### **4. ATTENDANCE**

100% attendance is expected in this course. A class register is taken each class, marking absences and late attendance. If you are going to be late or absent due to unavoidable circumstances, **you must inform your instructor by telephone or email before the class.** If you have a regular commitment where you will be required to be off campus or away, make sure that your FAL class is not on this day as this absence will impact your grades for the course. If you are absent or late for any classes without a valid reason, this will affect your active learning score. If you are absent for more than 5 classes (20%) without a valid reason, you will not obtain a FAL credit for the course.

Before each Assessed In-class Writing Assignment, you will write a practice version and do peer review. As part of this writing process, you are required to attend each class and participate actively in peer-review. Active participation in the peer review process involves providing feedback to your peers on their assignment drafts as well as you receiving and responding to feedback provided to you by your peers. **Failure to attend or participate actively in the peer review process of any given writing assignment will affect your grades.**

If you miss an Assessed In-class Writing Assignment without a justifiable/documented reason, you will receive an N ("incomplete") grade for that assignment and, therefore, an N grade (which is numerically equivalent to an F grade) for the FAL X99 course overall.

### **5. REQUIRED TEXTS**

Check individual sections for required texts.

Since publication of the FAL X99 textbooks, \$4,000 from the proceeds of sales has been donated to SFU Faculty of Education's Literacy initiative "Friends of Simon"

(<https://www.sfu.ca/education/fostutor.html>), and from 2017, \$1,000 to the BC TEAL (Teachers

of English as an Additional Language) Refugee Project (<https://www.bctéal.org/about/initiatives/bc-teal-refugee-project/>).

## **6. EXPECTATIONS & ACTIVE LEARNING**

Active learning involves engaging with material being taught, with your instructor, and with fellow students in an active, respectful, and inclusive way. The FAL X99 classroom is made up of learners who come from a wide range of backgrounds and who study many different subjects. Please be respectful of all of your fellow students. Please do not use cell phones, laptop computers, or other devices during class, unless you are using them for learning purposes. Using a device for social networking, texting, etc., during class distracts other students and will have a negative effect on your active learning grade.

## **7. STUDENT LEARNING COMMONS WORKSHOPS**

The Student Learning Commons (<http://www.lib.sfu.ca/about/branches-depts/slc>) offers workshops that will help you to consolidate what you learn in FAL X99. You can also meet a peer educator at the Student Learning Commons for one-to-one advice on your learning. You are encouraged to make use of this facility.

## **8. GETTING HELP**

If you need any additional help during the FAL X99 course, there are a number of people who can help.

- Questions about learning: you should ask your instructor
- Administrative issues: you should contact Rob Manery, the Course Coordinator (email: [rmanery@sfu.ca](mailto:rmanery@sfu.ca))
- Any other questions: you may also contact Steve Marshall, the Course Supervisor (email: [stevem@sfu.ca](mailto:stevem@sfu.ca))

## **9. FAL X99 SYLLABUS & ASSESSMENT**

The following syllabus is an explanation of the units of study that you will follow. Please note that your instructor may change the activities or the order of activities.

### **UNIT 1: SEVEN STAGES OF THE WRITING PROCESS**

- What is critical thinking?
- Active and critical reading: the writing process
- Academic vocabulary: strategies for academic vocabulary
- Sentence structure: tense and aspect
- Style: formality and personal language

### **UNIT 2: UNDERSTANDING RESEARCH**

- Critical thinking: evaluating research
- Active and critical reading: the research process
- Academic vocabulary: vocabulary of research
- Sentence structure: noun phrases and the passive voice
- Style: writing with objective style
- Writing task: 100-word summary

### **UNIT 3: BRINGING IN OTHERS' IDEAS - READING**

- Critical thinking: genre and style in writing

- Active and critical reading: autonomous vehicles
- Academic vocabulary: reference words and attribution
- Sentence structure: clauses and sentence types
- Style: style shift and paraphrasing

**Assessed In-Class Writing Task 1:** 200-word summary

**UNIT 4: BRINGING IN OTHERS' IDEAS - WRITING**

- Critical thinking: academic integrity
- Active and critical reading: plagiarism in the music industry
- Academic vocabulary: guessing meaning from context and reporting verbs
- Sentence structure: relative clauses – defining and non-defining
- Style: shifting style, APA, MLA

**UNIT 5: PRESENTING COHERENT ARGUMENTS**

- Critical thinking: logical fallacies – cause and effect
- Active and critical reading: rehabilitation and punishment in prisons
- Academic vocabulary: language of opinion
- Sentence structure: punctuation – commas
- Style: from informal to formal

**UNIT 6: PARAGRAPHS**

- Critical thinking: logical fallacies – generalization
- Active and critical reading: faire trade and slow food
- Academic vocabulary: linking words (conjunctive adverbs)
- Sentence structure: punctuation (semicolons) and participle phrases
- Style: using APA and MLA

**Assessed In-Class Writing Task 2:** 200-word response paper

**UNIT 7: INTRODUCTIONS IN ACADEMIC WRITING**

- Critical thinking: logical fallacies - misrepresenting others' actions and ideas
- Active and critical reading: business leadership in Asian and Africa
- Academic vocabulary: linking words
- Sentence structure: the passive voice
- Style: review personal and impersonal language
- Writing task: write an introduction for 2 opinion paragraphs

**UNIT 8: CONCLUSIONS IN ACADEMIC WRITING**

- Critical thinking: logical fallacies – weak reasoning
- Active and critical reading: business leadership in Asian and Africa
- Academic vocabulary: synonyms
- Sentence structure: punctuation – colons and apostrophes
- Style: gender and language
- Writing task: add a conclusion to 2 opinion paragraphs

**UNIT 9: REVIEW AND CONSOLIDATION**

- Review of previous chapters

**UNIT 10: DESCRIBING PROCESSES AND ANALYZING DATA**

- Critical thinking: engaging critically with statistics
- Active and critical reading: 3D printing
- Academic vocabulary: describing data
- Sentence structure: subject-verb agreement and sentence fragments
- Style: writing with effective style
- Writing task: describe data from bar charts

**UNIT 11: GUIDED SELF-STUDY**

- Select from Chapters 10-15

**Assessed In-Class Writing 3: Essay**

**UNIT 12: REVIEW AND CONSOLIDATION**

- Review of previous chapters

## Foundations of Academic Literacy (FAL X99)

### Assessed In-class Writing 1: Summary (30%)

#### TASK

You are required to write a 200-word in-class summary (in 90 minutes) of an article selected by your instructor for 30% of your grade for FAL X99. You should not go 10% over or under of the word limit.

Your summary should include the main information/ideas of the article, represented accurately.

#### Suggested method

Your introductory sentence should name the article, author, publisher, date of publication, and general topic – as appropriate. This should be followed by a general statement that sums up the article. Thereafter, you should write short paragraphs of an appropriate length organized around the main information/ideas of the article. Remember to include clear language of attribution to make it clear to the reader who states or thinks what.

**You should not include your own personal opinion in this summary.**

The grade for the *Assessed In-class Writing 1: Summary* will be final and marked according to the following criteria:

<b>Criteria for In-class Writing 1: Assessed Summary (30%)</b>	<b>Grade</b>	<b>Comments</b>
1. Content and coherence (40%): <ul style="list-style-type: none"><li>• Selection of key information/ideas</li><li>• Accurate and clear representation of information/ideas</li><li>• Logical ordering of ideas</li><li>• Overall coherence and cohesion</li></ul>		
2. Features of the summary (20%): <ul style="list-style-type: none"><li>• Appropriate style &amp; formality</li><li>• Objective, rather than argumentative</li><li>• Introductory sentences</li><li>• Clear attribution of information</li><li>• Length within word limit</li></ul>		
3. Language (40%) <ul style="list-style-type: none"><li>• Accuracy and range of vocabulary, grammar, and punctuation</li><li>• Accuracy and effectiveness of paraphrasing</li><li>• Accuracy and effectiveness of quotation (if applicable)</li></ul>		
<b>OVERALL LETTER GRADE:</b>		

#### Revision

Your instructor will return your in-class essay with feedback indicating suggestions for revision. The correctness and appropriateness of the revisions to the summary will be assessed as a component of your Active Learning Grade.

**Foundations of Academic Literacy (FAL X99)**  
Assessed In-class Writing 2: Response Paper (35%)

**TASK**

For the In-Class Assessed Response Paper, you are required to write a minimum of 300 words (in 90 minutes) and engage critically as a writer with ideas presented in an article selected by your instructor.

**Suggested method**

Read and annotate the article, highlighting ideas that are main ideas, and those that you agree and disagree with. Make a note of whom the main ideas and arguments belong to. Begin by summarizing the article, author, publisher, date of publication, and general topic – as appropriate. Then choose a coherent structure for the paragraphs. Present the key ideas/arguments and state whether you agree with them and why. Back up your arguments with ideas from the text and your own personal life experience. Remember to use clear language of attribution so that your reader knows which ideas belong to whom. You do not need to write APA in-text citations or a reference list for this assignment.

The grade for the *Assessed In-class Writing 2: Critique* will be marked according to the following criteria:

<b>Criteria for In-class Writing 2: Assessed Critique (35%)</b>	<b>Grade</b>	<b>Comments</b>
1. Content and coherence (40%): <ul style="list-style-type: none"> <li>• Selection of key information</li> <li>• Accurate and clear representation of information</li> <li>• Logical ordering of ideas</li> <li>• Critical engagement with ideas in the text</li> <li>• Support for arguments and opinions</li> </ul>		
2. Features of the response paper (20%): <ul style="list-style-type: none"> <li>• Appropriate academic style</li> <li>• Introductory paragraph including a statement of writer’s position</li> <li>• Response appropriate to genre of article</li> <li>• Clear attribution of information</li> <li>• Meets minimum word count</li> </ul>		
3. Language & Style (40%) <ul style="list-style-type: none"> <li>• Accuracy and range of vocabulary, grammar, and punctuation</li> <li>• Accuracy and effectiveness of paraphrasing</li> <li>• Accuracy and effectiveness of quotation (if applicable)</li> </ul>		
<b>OVERALL LETTER GRADE:</b>		

**Revision & Added Research**

Your instructor will return your in-class critique with feedback indicating suggestions for revision. You should make the necessary revisions and add two reliable sources to support claims made in your critique. A correct APA reference list and correct APA in-text citations are required. Part of your Active Learning grade will assess the correctness and appropriateness of the revisions and the sources added to the critique.

## Foundations of Academic Literacy (FAL X99)

### Assessed In-class Writing 3: Essay (20%)

#### TASK

For the Assessed In-Class Writing 3: Essay, you are required to write an essay of 400-500 words in 1 hour and 40 minutes. You will receive a list of four questions (argument, comparison, problem-solution, and cause and effect) from your instructor on the day of the assessment. You should choose one these four essay types from Part 3 of the course textbook: Writing Arguments in Essays, Making Comparisons, Writing About Problems and Solutions, and Writing About Causes and Effects. Your instructor will provide answers for any chapters that you complete through self-study. During your self-study, make sure that you follow the chapter instructions regarding the structure, style, and vocabulary for the essay type. Ensure that your essay answers the specific question. Failure to address the specific question will result in a failing grade (F) for this assessed task.

The in-class essay should have a clear introduction, main body paragraphs, and a conclusion. You do not need to use in-text citations or APA citation style for this assignment.

The grade for the Assessed In-class Writing 3: Essay will be marked according to the following criteria:

<i>Criteria for Assessed Research Essay (20%)</i>	<i>Grade</i>	<i>Comments</i>
1. Organization and cohesion (20%): <ul style="list-style-type: none"><li>• Essay sections (introduction, paragraphs, conclusion)</li><li>• Cohesion in and between paragraphs and sentences</li></ul>		
2. Content and coherence (40%): <ul style="list-style-type: none"><li>• Quality and clarity of information and ideas</li><li>• Support for claims (reasons, examples, evidence) as appropriate</li><li>• Logical ordering of ideas</li></ul>		
3. Language & Style (40%) <ul style="list-style-type: none"><li>• Appropriate formality</li><li>• Accuracy and range of vocabulary, grammar, and punctuation</li></ul>		
<b>OVERALL LETTER GRADE:</b>		

#### Revision & Added Research

Your instructor will return your in-class essay with feedback indicating suggestions for revision. You should make the necessary revisions and add three to four reliable sources to support claims made in your critique. A correct APA reference list and correct APA in-text citations are required. Part of your Active Learning grade will assess the correctness and appropriateness of the revisions and the sources added to the essay.

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## Foundations of Academic Literacy (FAL X99)

### Active Learning: (15%)

The grade for Active Learning will be assessed as follows:

<b>Criteria Active Learning: (15%)</b>	<i>Excellent</i> <i>A+ A A-</i>	<i>Good</i> <i>B+ B B-</i>	<i>Adequate</i> <i>C+ C</i>	<i>Marginal</i> <i>C- D</i>	<i>Fail</i> <i>F</i>	<b>Grade</b>
<b>Engagement, homework, attendance, quizzes (10%)</b>						
Attendance and punctuality						
Improvement during the course						
Engagement in class						
Giving helpful peer feedback						
Homework completion						
Quizzes (as applicable)						
<b>Revisions to assessed writing tasks (5%)</b>						
Revisions to assessed summary						
Revisions and added research to assessed response paper						
Revisions and added research to assessed essay						
<b>OVERALL LETTER GRADE:</b>						