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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Marginal</td>
<td>Fail</td>
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<tr>
<td>Numerical Equivalent</td>
<td>4.33</td>
<td>4.00</td>
<td>3.67</td>
<td>3.33</td>
<td>3.00</td>
<td>2.67</td>
<td>2.33</td>
<td>2.00</td>
<td>1.67</td>
<td>1.00</td>
<td>0.00</td>
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SFU STANDARD GRADE SYSTEM (SFU Grading Systems and Policies: https://www.sfu.ca/students/calendar/2016/spring/fees-and-regulations/admission/grading-systems-and-policies.html#standard-grade)
The assessments in FAL X99 are as follows:

1. Assessed In-class Writing 1: Summary (25%)
2. Assessed In-class Writing 2: Response Paper (35%)
3. Assessed Research Essay (25%)
4. Active Learning (15%) – May consist of the following, as applicable:
   - Attendance and punctuality
   - Improvement during the course
   - Engagement in class
   - Giving helpful peer feedback
   - Homework completion
   - Revision of assessed in-class writing tasks
   - Quizzes

*NB: All students are encouraged to review university policies pertaining to academic integrity available on SFU’s Policies and Procedures website (see “Student Academic Integrity Policy, 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. TEXTBOOK

There is an electronic version of this textbook which is also available. It can be ordered directly from the publisher using this link https://numerique.pearsonerpi.com/en/recherche/advance+in+academic+writing
Note that most sections require access to the textbook’s online components. Access is included with the purchase of a new textbook. Used textbooks will not grant students access to the online components, so a new textbook must be purchased for sections using the online components.

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, $2,000 to the BC TEAL (Teachers of English as an Additional Language) Refugee Project (https://www.bcteal.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. CENTRE FOR ACCESSIBLE LEARNING (FORMERLY THE “CENTRE FOR STUDENTS WITH DISABILITIES”)
Students with hidden or visible disabilities who believe they may need classroom or exam accommodations are encouraged to register with the SFU Centre for Accessible Learning (https://www.sfu.ca/students/accessible-learning.html or caladmin@sfu.ca) as soon as possible to ensure that they are eligible and that approved accommodations and services are implemented in a timely fashion.

9. 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 Robert Manery, the Course Coordinator (email: rmanery@sfu.ca)
- Any other questions: you may also contact Dr. Steve Marshall, the Course Supervisor (email: stevem@sfu.ca)
10. 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

Class 1 - Introductions
• Introductions
• Review Syllabus

Class 2 – Academic Vocabulary and Style
• Academic vocabulary: strategies for understanding academic vocabulary
• Style: formality and personal language

UNIT 2: UNDERSTANDING RESEARCH

Class 3 - Writing Process and Understanding Research
• Seven stages of the Writing Process
• What is critical thinking?
• What is research?
• Quantitative and Qualitative Research
• The Research Process

UNIT 3: BRINGING IN OTHERS’ IDEAS - READING

Class 4 – Genre & Style
• Critical thinking: genre and style in writing
• Active and critical reading
• Style: style shift and paraphrasing

Class 5 – Paraphrasing & Attribution
• Language of attribution and reference words
• Paraphrasing
• Style shift reviewed

Class 6 – Summary Writing
• Writing summaries

UNIT 4: BRINGING IN OTHERS’ IDEAS - WRITING

Class 7 – Incorporation of Sources
• Academic Integrity
• Writing from Sources & Plagiarism
• Reliability of Sources

Class 8 – Summary Writing Practice
• Practice writing a summary
Class 9 – Summary Writing Review & Logical Fallacies
- Review of practice summaries
- Introduction to logical fallacies

Class 10 Assessed In-Class Writing Task 1: 200-word summary
Note: The assessed summary will be written during one class held between February 3rd and February 7th.

UNIT 5: PRESENTING COHERENT ARGUMENTS

Class 11 – Response Paper & Argumentation
- Developing Arguments
- Supporting Arguments
- Counter-Arguments
- Evaluating Evidence
- What is a Response Paper?

Class 12 – Response Paper Analysis
- Evaluate sample response paper
- Peer review practice response paper

UNIT 6: PARAGRAPHS

Class 13 – Writing Paragraphs
- Paragraphs

Class 14 – Writing Paragraphs continued
- Paragraphs

Class 15 – Writing Citations
- APA citation style

Class 16 – Response Paper review
- Analysis of sample response paper

Class 17 - Assessed In-Class Writing Task 2: Response Paper
Note: The assessed response paper will be written during one class held between March 9th and March 13th.

UNIT 7: RESEARCH ESSAY

Class 18 – The Research Essay
- Introduction to the Research Essay

Class 19 – Library Visit
- The exact date is to be determined.
UNIT 8: INTRODUCTIONS IN ACADEMIC WRITING

Class 20 – Writing Introductions
• Outline for research essay
• Introductions

UNIT 9: CONCLUSIONS IN ACADEMIC WRITING

Class 21 – Writing Conclusions
• Conclusions

Class 22 – Writing Workshop
• In-class drafting of first section(s)

Class 23 – Writing Workshop
• In-class drafting of second or final section(s)

Class 24 – Writing Workshop
• Return first drafts to students
• Revision of first drafts

Class 25 – Course Wrap-Up
• Submission of final draft and all material that demonstrates writing process
Foundations of Academic Literacy (FAL X99)
Assessed In-class Writing 1: Summary (25%)

**TASK**
You are required to write a 200-word in-class summary (in 90 minutes) of an article selected by your instructor for 25% 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:

<table>
<thead>
<tr>
<th>Criteria for In-class Writing 1: Assessed Summary (25%)</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content and coherence (40%):</td>
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<tr>
<td>• Selection of key information/ideas</td>
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<td></td>
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<tr>
<td>• Accurate and clear representation of information/ideas</td>
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<td></td>
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<tr>
<td>• Logical ordering of ideas</td>
<td></td>
<td></td>
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<tr>
<td>• Overall coherence and cohesion</td>
<td></td>
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<tr>
<td>2. Features of the summary (20%):</td>
<td></td>
<td></td>
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<tr>
<td>• Appropriate style &amp; formality</td>
<td></td>
<td></td>
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<tr>
<td>• Objective, rather than argumentative</td>
<td></td>
<td></td>
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<tr>
<td>• Introductory sentences</td>
<td></td>
<td></td>
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<tr>
<td>• Clear attribution of information</td>
<td></td>
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<tr>
<td>• Length within word limit</td>
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<tr>
<td>3. Language (40%)</td>
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<td></td>
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<tr>
<td>• Accuracy and range of vocabulary, grammar, and punctuation</td>
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<tr>
<td>• Accuracy and effectiveness of paraphrasing</td>
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<tr>
<td>• Accuracy and effectiveness of quotation (if applicable)</td>
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**OVERALL LETTER GRADE:**

**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.
**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: Response Paper* will be marked according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria for In-class Writing 2: Assessed Response Paper (35%)</th>
<th>Grade</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1. Content and coherence (40%):</td>
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</tr>
<tr>
<td>• Selection of key information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accurate and clear representation of information</td>
<td></td>
<td></td>
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<tr>
<td>• Logical ordering of ideas</td>
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<tr>
<td>• Critical engagement with ideas in the text</td>
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<tr>
<td>• Support for arguments and opinions</td>
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<tr>
<td>2. Features of the response paper (20%):</td>
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<tr>
<td>• Appropriate academic style</td>
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<tr>
<td>• Introductory paragraph including a statement of the author’s position and your initial response</td>
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<tr>
<td>• Appropriate genre</td>
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<tr>
<td>• Clear attribution of information</td>
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<tr>
<td>• Meets minimum word count</td>
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<tr>
<td>3. Language &amp; Style (40%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accuracy and range of vocabulary, grammar, and punctuation</td>
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<tr>
<td>• Accuracy and effectiveness of paraphrasing</td>
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<tr>
<td>• Accuracy and effectiveness of quotation (if applicable)</td>
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</table>

**OVERALL LETTER GRADE:**

**Revision**
Your instructor will return your in-class essay with feedback indicating suggestions for revision. The correctness and appropriateness of the revisions to the response paper will be assessed as a component of your Active Learning Grade.
TASK
You are required to write a research essay of 800-1000 words, excluding the title and reference list. Your instructor will provide you with a topic or selection of topics. You will then write one of the following types of essay: argumentative, comparative, problem-solution, or cause and effect. You will familiarize yourself with your selected essay type through guided self-study. Your instructor will provide answer keys to the relevant chapters in the textbook. You will cover the following stages of the writing process in class and for homework:

- research the topic
- prepare an outline
- in-class writing stage(s)
- in-class peer review stages

The research essay should have a clear introduction, main body paragraphs, and a conclusion. You should use APA citation style and include in-text citations and a complete reference list for this assignment.

Attendance is compulsory for the in-class writing stages. Students who miss these classes will lose grades.

You will sign a declaration sheet confirming that the essay is your own work. If you have been assisted, you are required to state by whom. If there is a notable difference in level between your in-class writing and the final submitted Research Essay, which may indicate that not all of the work has been done by you, your instructor may base your final grade on your in-class writing only.

The grade for the Assessed Research Essay will be marked according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria for Assessed Research Essay (25%)</th>
<th>Grade</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1. Organization and cohesion (20%):</td>
<td></td>
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<tr>
<td>• Essay sections (introduction, paragraphs, conclusion)</td>
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<td></td>
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<tr>
<td>• Cohesion in and between paragraphs and sentences</td>
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<td></td>
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<tr>
<td>2. Content and coherence (30%):</td>
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<td></td>
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<tr>
<td>• Quality and clarity of information and ideas</td>
<td></td>
<td></td>
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<tr>
<td>• Logical ordering of ideas</td>
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<tr>
<td>• Critical engagement with ideas</td>
<td></td>
<td></td>
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<tr>
<td>• Reliability of the sources selected</td>
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<tr>
<td>3. Language &amp; Style (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate formality</td>
<td></td>
<td></td>
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<tr>
<td>• Effective and accurate incorporation of sources using APA citation style: reporting verbs, attribution, citations, reference list</td>
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<td></td>
</tr>
<tr>
<td>• Accuracy and range of vocabulary, grammar, and punctuation</td>
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<tr>
<td>4. Writing Process (20%)</td>
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<tr>
<td>• Attendance at, and completion of all in-class writing stages</td>
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<tr>
<td>• Attendance at, and completion of peer review</td>
<td></td>
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<tr>
<td>• Completion of first draft</td>
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<tr>
<td>• Improvement through the writing process</td>
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</table>

OVERALL LETTER GRADE: