



OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC AND
ASSOCIATE PROVOST

S.13-79

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MEMORANDUM

ATTENTION	Senate	DATE	April 5, 2013
FROM	Gordon Myers, Chair	PAGES	1/1
	Senate Committee on		
	Undergraduate Studies		
RE:	Faculty of Arts and Social Sciences		

For information:

Acting under delegated authority at its meeting of April 4, 2013, SCUS approved the following curriculum revisions.

1. Department of Linguistics (SCUS 13-05i(REVISED))

- (i) New Course Proposal: EAS 101-4, English Language Fundamentals for the Arts and Social Sciences effective Fall 2013.

2. Department of Humanities (SCUS 13-20)

- (i) Reactivation of HUM 151-3, 152-3, Ancient Greek
- (ii) Reactivation of LANG 134-3, Introduction to Classical Arabic
- (iii) Course name change to LANG 134 effective Fall 2013.



MEMO

English for Academic
Success
Department of Linguistics
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TO Dr. Steve Marshall, Coordinator, Foundations of Academic Literacy	
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FROM Sarah Fleming, Coordinator, English for Academic Success	
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RE Revised rationale for new course proposal EAS 101-4	
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CC. Marti Sevier, Tom Perry, Panayiotis Pappas, Ena Lee	
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DATE March 19, 2013	
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This memo introduces minor revisions to the course proposal for **EAS 101-4: Introduction to Language and Concepts in the Social Sciences**. This course is proposed as a three-year pilot project to address the language learning needs of EAL students in FASS courses. In response to discussions with colleagues in the Faculty of Education, entry requirements have been adjusted to ensure a coherent curricular progression for EAL students, from FAL into EAS. This memo provides an overview of the course and highlights the requirement changes.

This course aims to serve a variety of purposes. It is designed for a specific audience: EAL students with limited prior experience in English-medium academic work who are within their first 60 credit hours of undergraduate studies. The course was prepared in response to recommendations made in the 2011 EAL Committee report, *English as an Additional Language: supports and services at SFU*. The report noted that a significant number of SFU students are speakers of English as an additional language, and they may be either domestic or international students. Some of these students have met the language and literacy requirements for admission, yet still struggle with language and language-related issues in managing their coursework and integrating into the university community. The VP Academic recommends that the university provide a range of means whereby EAL students can improve their skills, for example through credit courses which focus on academic skills and acculturation opportunities as well as language skills. Accordingly, this course represents one initiative to provide for the learning needs of these students.

This course also serves as a means whereby EAL students can prepare for success in future FASS programs. EAL students entering undergraduate study already have a good level of general English competence, and need academic language learning that is grounded within broad disciplinary practice and content if they are to approach future FASS courses with appropriate ability and confidence. As a first-level FASS offering, it is designed to increase student awareness of and fluency in knowledge and practice relevant to future study in social science disciplines. Accordingly, the course will focus on topics, text forms and task types that are used across a range of FASS disciplines.

In this memo I describe the target population for the course and how this course provides a unique learning experience; course aims and objectives; screening procedures; measurement of outcomes, and suggestions for tracking of student progress. I will also comment on how the course might be promoted and a schedule for offering it.

Target Population: Language Proficiency and Discipline Focus

Language Proficiency

The target clientele of this course is EAL students who have had less than 4 years of prior English-medium instruction, and so presumably have had limited exposure to academic English. Such students may also have limited access to English in their daily lives in Canada

and so have not developed in general English or Canadian cultural knowledge. Many EAL students at SFU seek to participate in the university community but feel hindered in their progress as they are inhibited by the perceived fluency of their classmates. In an environment where language learners work together, they can support and learn from one another more effectively than they might in a more heterogeneous group. Accordingly, EAS 101-4 is not aimed at students who already have a high level of oral/aural fluency and can easily comprehend academic lectures and readings in English. Students taking this course will more typically be those who are admitted with an IELTS test score (or equivalent) of overall Band 6.5, but with Reading, Listening, and/or Speaking scores lower than Band 7. EAS 101-4 is designed for EAL students who have met the literacy requirement through taking FAL X99 or by other means. These students have reached a threshold level of proficiency with academic literacy, but need further support to achieve the full range of academic language abilities needed for success in FASS courses.

Disciplinary Focus

This course aims to prepare EAL students for the language demands of further work in social science disciplines. It is recommended that course enrollment be limited as follows: only students who have been admitted to FASS, and students who are within their first three semesters of study. With this arrangement, the course can serve as a means of student retention in FASS programs. The course uses content, class activities and assignments generally typical in FASS courses. The learning of language at an advanced academic level is most effectively undertaken within a disciplinary focus, as this focus allows the coherent development of ideas, vocabulary and language structures which are common in the social science disciplines.

Aims and Objectives

In many SFU courses, particularly in FASS, a great deal of attention is given to writing as this is a desirable academic product. Speaking is also important as many courses require short presentation assignments. Less attention is given to listening and reading, despite their crucial importance to academic success. EAS 101-4 aims to help learners develop all four language skills in an integrated fashion, using content and methods that are relevant to their goals and to FASS courses they will take at SFU. The course will place structured practice with listening, speaking, reading and writing tasks in an academic context so that students can see the connections between these skills and their coursework. The subject matter, class activities and course assignments will be broadly similar to those in typical lower-division FASS courses.

When students should take EAS 101-4

This course is unique in the SFU curriculum insofar as it is designed to support the academic language learning of EAL students enrolled in FASS courses at SFU. As such, it is distinct from FAL X99. FAL's primary focus is on academic writing. EAS 101-4, on the other hand, aims to foster learning of all four language skills in an integrated manner. The EAL students most likely to need the support offered through EAS 101-4 are those who have had limited prior experience of English-medium schooling. Such students need the opportunity to acclimatize to different methods of teaching and learning and becoming university students in Canada. EAS 101-4 will offer this opportunity, helping students to develop strategies to manage academic reading, follow academic lectures, participate in class discussions and work with classmates to give presentations. By taking EAS 101-4 early in their university career, EAL students will receive cultural and academic orientation, as well as language learning, that can equip them to respond successfully to the demands of other courses in FASS.

Course promotion

As this course targets EAL students early in their study career, it is important that recruiters, academic advisors and departments be made aware of it. To this end a course website will be set up and linked to the FASS site as well as to Student Services and International Admissions. In addition, advisors will be sent FAQ information about the course so they are aware of who it is appropriate for.

Screening Procedures

EAL students who meet the course entry criteria will be advised to take the course within their first 60 credit hours of undergraduate study. The course has no academic prerequisites, but students must provide evidence that they meet these English language and academic literacy requirements:

- Admission with overall Band 6.5 IELTS, with Reading, Listening and/or Speaking scores below 7 (or equivalent measure on another standard English language proficiency test such as TOEFL; if no valid language test score is available students may submit evidence that English has not been their medium of instruction for more than 3 years);
- Documented evidence of having satisfied SFU's literacy requirement, either through completion of FAL X99 with a grade of C, or other accepted means.

Students may provide evidence of their English language proficiency in several ways. If they submitted an IELTS score as part of their SFU admission and the score is still valid (within 2 years), their student record will be checked to confirm the score. Otherwise, students may sign up in the previous semester for a screening interview with the course instructor. If students are unable to attend a pre-semester interview and did not submit a language test score as part of their application, they may still register for the course. In the first week of the course the instructor will conduct interviews with the students, and the department will deregister from the course any student who does not meet the entry criteria (This procedure is similar to that followed for the courses offered through the Language Training Institute).

Class Size

It is recommended that the class size for each section be limited to 22 students. As the course aims to improve language proficiency, monitoring and evaluation of student progress will be intensive, with regular, detailed feedback provided to students, and activities and materials adjusted to meet individual learning needs. TAs will not be used either for tutorial or marking activities, as an advanced level of language teaching expertise is required to provide the detailed feedback students need to fulfill course requirements. The course will be taught by lecturers/instructors with significant expertise in teaching English for Academic Purposes.

The intensive nature of this course makes it similar to other first-level language-rich courses such as FAL XX9 and ENGL 199W. Class populations for these courses are capped at 18 and 17 students, respectively. The rationale for limited enrollment in such courses would presumably be that frequent writing activities and intensive feedback result in significant instructor workload, so a cap is required. Similarly in EAS 101-4, class activities will be language-intensive, involving a range of reading analysis, writing, extended listening/note-taking and formal speaking activities. Giving students detailed feedback on such activities requires considerable time and expertise, hence a cap of 22 students is recommended. This cap puts the course more in line with other language learning courses at SFU, such as Language Training Institute courses where the enrollment cap is 25.

A further rationale for limited enrollment is provided in the research literature on language learning (Harfitt, 2012; Yi, 2008). It suggests two benefits for students in smaller language courses. One study found that in smaller classes students experienced less fear of negative

peer evaluation and as a result gained more confidence in their own performance. A second study found that language acquisition improved more as class size decreased to less than ten students. Given that the aim of EAS 101-4 is to foster language ability and confidence in students so that they feel ready to succeed in other FASS courses, it seems reasonable to provide classroom conditions that give them optimal learning opportunities.

Course Outcomes

Course outcomes will be assessed following the rubrics provided by the Centre for Canadian Language Benchmarks (CCLB)ⁱ. The CCLB is a national, government-sponsored agency which develops and maintains a national set of standards for English language proficiency, the Canadian Language Benchmarks (CLB). These Benchmarks, inspired by the work of the Council of Europe on the Common European Frame of Reference for Languagesⁱⁱ, provide a detailed description of language performance across all four skills (Speaking, listening, reading and writing) and all levels of proficiency (Level 1 is most basic and Level 12 is most advanced). Student performance in EAS XX1 will be assessed in terms of CLB Level 10, which approximates to effective language use for students at an undergraduate level.

Student Tracking

This course is proposed as a three-year pilot offering. As its aim is to foster English language learning of EAL students and improve student retention in FASS programs, its performance in these areas needs to be monitored. Students who complete the course will be tracked annually over the three year period. Success will be measured by what GPAs the students maintain, and In particular, grades attained in FASS “W” courses.

Course Level

EAS 101-4 is proposed as a credit-bearing course, eligible for Breadth designation and with no prerequisites. Its level is similar to other first-level courses in FASS such as PHIL XX1 and ENGL 199. It is not designed as a W course, although it will contain a number of writing assignments, because its aim is to provide multi-modal learning of academic language through social sciences content. Proposed course assignments are similar to those in other first-level three-credit FASS courses:

EAS 101-4	PHIL XX1	ENGL 199W	PSYC 109W
Attendance/participation 10%	Five short assignments 25 %	Three short summary exercises 10%	Mid-term exam 20%
Homework assignments 10%	Two mid-term exams 20 % each	One long summary 15%	Final exam 20%
3 in-class written assignments 20%	Final exam 35%	Short definition 10%	Debate 5%
Mid-term writing exam 10%		Comparison paper 20%	Tutorial assignments and attendance 15%
Comparison-contrast essay 10%		Final paper 20%	Term paper 40%
Research proposal 20%		Six online exercises 10%	
Oral presentation 15%		Mid-term exam 15%	

Self-assessment 5%			
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Course Hours and Credit

The course will meet face-to-face for 4 hours weekly. The total credit hours will be 4

Proposed Schedule of Offering

It is proposed that the course be delivered under the auspices of the English for Academic Success (EAS) unit in Linguistics, and by one of the Lecturers assigned to this unit. The would be offered twice per year, in the Fall and Spring semesters, with two sections per semester. This level of offering would correspond to approximately 2/3 of the Lecturer's annual load. The balance of the load would be made up with teaching in one of the unit's other programs. It should be noted that, in general, remuneration for EAS Lecturers is covered through revenues from the non-credit EAS programs. To compensate the EAS unit for the lecturer reassignment to EAS 101, funding would need to be provided from other sources. Hence, it is recommended that FASS and the VP Academic consult with the view to supporting this course as a pilot initiative.

Thank you for taking the time to review this proposal. We welcome comments and suggestions for improvement.

References

Harfitt, G.J. 2012. Class size and language learning in Hong Kong: the students' perspective. **Educational Research** 54(3) pp. 331-342

Yi, H. 2008. The effect of class size reduction on foreign language learning: a case study. **Language and Linguistics Compass** 2/6: 1089–1108. Defense Language Institute Foreign Language Center, Monterey

ⁱ http://www.language.ca/display_page.asp?page_id=982 accessed November 8, 2012

ⁱⁱ http://www.coe.int/t/dg4/Linguistic/CADRE_EN.asp accessed November 8, 2012



COURSE SUBJECT/NUMBER EAS 101-4

COURSE TITLE

LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

English Language Fundamentals for the Arts and Social Sciences

AND

SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

English Language Fundamentals

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

Instruction in and practice of skills required in coursework in the Faculty of Arts and Social Sciences (FASS). Texts from disciplines such as psychology, economics, philosophy, etc. will be used to examine key concepts from the Social Sciences. Students will improve their comprehension of written and oral texts and will learn to use the vocabulary, grammar and content of these texts in speaking and writing.

LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Campus where course will be taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

Library report status

RATIONALE FOR INTRODUCTION OF THIS COURSE

Provide details on how existing instructional resources will be redistributed to accommodate this new course. For example, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering?

This is a new course that has been prepared in response to recommendations made in the 2011 EAL Committee report, English as an Additional Language: supports and services at SFU. The VP Academic recommends that the university provide a range of means whereby EAL students can improve their skills, for example through credit courses which focus on academic skills and acculturation opportunities as well as language skills. Accordingly, this course represents one initiative to provide for the learning needs of these students.

SCHEDULING AND ENROLLMENT INFORMATION

Indicate effective **term and year** course would first be offered and planned **frequency** of offering thereafter:

Fall 2013, 2 sections per semester, 2 semesters per year

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate: 22

CREDITS

Indicate number of credits for: Lecture Seminar Tutorial 4 Lab



FACULTY Which of your present CFL faculty have the expertise to offer this course?
Marti Sevier, MA English, Certificate in TESL

WQB DESIGNATION

(attach approval from Curriculum Office)
not applicable

PREREQUISITE

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses.? If so, this should be **noted in the prerequisite**.

FAL X99 with a grade of C, or other equivalent with departmental permission

COREQUISITE

none

STUDENT LEARNING OUTCOMES

Upon satisfactory completion of the course students will be able to:

Reading: identify purpose, main ideas, supporting details, author's intent, mood, attitude and point of view, values and assumptions from stated and implied information and compare arguments and evidence in texts

Listening: follow extended discourse, specifically lectures and academic presentations on topics in the Social Sciences, identify values and assumptions in communication intended to influence or persuade

Writing: develop editing skills required to evaluate own and others' writing, write critical reviews of summarized texts

Speaking: clearly express opinions, participate in academic discussions in class with peers and instructor, adapt language to audience, context and purpose

Academic skills: make inferences and interpretations, synthesize information from a range of readings, ask relevant questions

FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO
(If yes, attach mandatory supplementary fee approval form.)

RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:
not applicable

Articulation agreement reviewed? ☐ YES ☐ NO ☒ Not applicable

OTHER IMPLICATIONS
not applicable

Exam required: ☐ YES ☒ NO
Criminal Record Check required: ☐ YES ☒ NO



APPROVALS

- 1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

Chair, Department/School

Date

Chair, Faculty Curriculum Committee

Date

- 2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

Dean or designate

Date

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Other Faculties approval indicated that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

_____ Date _____

_____ Date _____

- 3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

_____ Date _____

APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.



FACULTY OF ARTS AND SOCIAL SCIENCES
Department of Humanities

SCUS 13-20

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March 26, 2013

Jo Hincliffe
SCUS

Dear Jo,

On behalf of the Language Training Institute The Department of Humanities wishes to reactivate HUM 151-3 and 152-3 (Ancient Greek 1 and 2). We are receiving regular requests from students interested in Philosophy, Religious Studies, and Hellenic Studies who need skills in ancient Greek in order to pursue their interests.

Initially we shall want to offer the course through the distance format, as we have with Latin. CODE has indicated its willingness to support the adaptation for on-line course materials that have already been developed by the Niarchos Centre for Hellenic Studies at SFU and to support the course delivery.

Once I'm back from my research leave in 2015-2016 I also plan to offer an on campus version.

Yours sincerely,

A handwritten signature in blue ink, which appears to read "David Mirhady", is positioned above the typed name.

David Mirhady, Professor and Chair
Department of Humanities



FACULTY OF ARTS AND SOCIAL SCIENCES
Department of Humanities

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March 26, 2013

Jo Hincliffe
SCUS

Dear Jo,

On behalf of the Language Training Institute The Department of Humanities wishes to reactivate LANG 134-3 (Introduction to Classical Arabic) while at the same time changing the Course Number to ARAB 134-3.
Please find change of number form attached.

Initially we shall want to offer an on campus version of the course in the Fall of 2013 followed by distance format in Spring 2014. CODE has indicated its willingness to support the adaptation for on-line course materials.

The Dean of FASS has matched a grant of \$125,000:00 over 3 years from the Qatar Foundation International to support this course.

Yours sincerely,

A handwritten signature in blue ink, which appears to read "David Mirhady", is positioned below the "Yours sincerely," text.

David Mirhady, Professor and Chair
Department of Humanities



SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE CHANGE/DELETION

EXISTING COURSE, CHANGES RECOMMENDED

Please check appropriate revision(s):

☒ Course number ☐ Credit ☐ Title ☐ Description ☐ Prerequisite ☐ Course deletion ☐ Learning Outcomes

Indicate number of hours for: Lecture _____ Seminar _____ Tutorial _____ Lab _____

FROM LANG 134 TO ARAB 134
Course Subject/Number 3 Course Subject/Number 3

Credits	Credits
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TITLE

(1) LONG title for calendar and schedule, no more than 100 characters including spaces and punctuation.

FROM: NO CHANGE TO:

(2) SHORT title for enrollment and transcript, no more than 30 characters including spaces and punctuation.

FROM: NO CHANGE TO:

DESCRIPTION

FROM:
NO CHANGE

DESCRIPTION

TO:

PREREQUISITE

Does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be **noted in the prerequisite**.

FROM: TO:

LEARNING OUTCOMES

RATIONALE

High number of requests from Students and support from external funding source.