

## Foundations of Academic Literacy

Foundations: Literacy X99

Section: D005

Term: 2012 Spring

Instructor: Dr. Susan Barber  
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Class Day & Time: Wednesday & Friday 8:30-10:20 am BLU 10031  
\*\*\*\*\* FINAL EXAM \*\*\*\*\*

### Discussion Topics:

The following is the syllabus for the FAL X-99 course. The syllabus is made up of six units of study. Instructors may change the order of activities, and the content of the classes, in order to meet the needs of the students in their group.

### Unit 1: Writing about yourself Learning Outcomes

In this unit, students will:

- \* Write about their learning style and about their own lives
- \* Express own feelings through writing
  
- \* Write using their own voice
  
- \* Practice skimming and scanning texts
  
- \* Discuss literacy histories
- \* Learn how to use First Class

Class 1: Me as a learner.

- \* Who I am
  - \* My hopes and fears; me as a learner
- \* Learning and sharing through writing
- \* My goals and how I hope to achieve them

Class 2: An introduction to First Class.

Class 3: My story.

- \* My story, personal narrative
- \* A major event in my life (editing, feed-back processes, revision)
- \* Linking reading to writing

Class 4: Peer-based learning.

- \* Peer-based learning
  - \* Giving, and responding to, constructive feedback

Class 5: Literacy histories and early memories.

- \* Discussing literacy histories
- \* Reading and writing about memories.

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Unit 2: Different audiences and different styles:  
reading and writing  
Learning Outcomes

In this unit, students will:

- \* Demonstrate an awareness of style and audience through reading and writing
- \* Rewrite texts and analyze own work to improve style

Class 6: Writing for different audiences

- \* What audiences do I write for?
- \* What style/conventions are needed for each audience?
- \* Text analysis: newspaper/magazine, academic article, email/internet page

Class 7: Academic style: some general principles

- \* Style as:
  - \* Effective expression of ideas
  - \* Degrees of formality

Class 8: Rewriting to improve style

- \* Analyzing and rewriting texts

Class 9: Diagnostic writing

- \* Writing task to diagnose each students strengths and weaknesses in writing

Unit 3: Speaking and writing together; editing work

Learning Outcomes

In this unit, students will:

- \* Work on a group presentation & a group writing activity
- \* Present work orally
- \* Receive self-study guidelines
- \* Edit own work
- \* Visit SFU Library & Learning Commons (Surrey or Burnaby)

Class 10: Spoken academic language

- \* Speaking in academic contexts: cultural perspectives and conventions
- \* Oral presentations: guidelines

- \* Working together: group projects - topic selection for later oral presentation and write-up

Class 11: Editing own work

- \* Receive self-study guidelines based on
  - [i] marked diagnostic writing tasks &
  - [ii] sample of written work from ongoing studies
- \* Receive diagnostic writing task marked with FAL marking code
- \* Editing own work
  - \* Peer-based learning: models of students work
- \* Mid-course evaluation of progress form

Class 12: Group Presentations

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\* Each group presents to the whole class: maximum 10 minutes presentation + 5 minutes questions and answers.

### Class 13: Library visit

\* Visit SFU library/Learning Commons: tour and worksheet

### Unit 4: Incorporating ideas into your writing: your ideas and those of others Learning Outcomes

In this unit, students will:

- \* Annotate text
- \* Develop voice as argument/opinion/agency/life experience in writing
- \* Add others arguments/opinions into writing
- \* Write a summary and a critical summary
- \* Use references and citations

### Class 14: Annotating text

- \* Reading and annotating text

### Class 15: Developing Voice (Argument/Opinion/Agency/Life Experience) in writing

- \* Ways of expressing arguments/opinions/agency/life experience in writing
- \* Writing summaries and critical summaries
- \* Cultural perspectives on entering ongoing debates

### Class 16: Making the summary critical

- \* Paraphrasing
- \* Adding on opinion and those of others to a summary

### Class 17: Bringing in others ideas

- \* Citations and referencing an introduction
- \* Avoiding plagiarism

### Unit 5: Beginning, middle and end Learning Outcomes

In this unit, students will:

- \* Write an introduction
- \* Write a conclusion
- \* Write main body paragraphs

### Class 18: Introductions

- \* Key functions of introductions
- \* Writing practice

### Class 19: The paragraph

- \* Strategies for writing paragraphs: text analysis and writing
- \* Positioning ideas for readers
- \* Topic sentences

## **Foundations of Academic Literacy**

Class 20: Conclusions

- \* Key functions of conclusions
- \* Writing practice

Class 21: Putting the sections together

- \* Writing with a beginning, middle and end

Unit 6: Finishing off

Learning Outcomes

In this unit, students will:

- \* Practice note-taking strategies
- \* Practice transferring notes to written text
- \* Review course components
- \* Prepare portfolios for assessment

Class 22: Listening and note-taking

- \* Strategies for effective note-taking: cues for key information, abbreviating notes
- \* Note-taking practice
- \* Transferring notes to written text

Class 23: From note-taking to writing

- \* Taking notes and creating written text

Class 24: Revision class

Class 25: Peer review of portfolios

- \* Final help on putting portfolio together.
- \* Reminder of assessment criteria.

Class 26: Final class

- \* Hand in portfolios

- \* Farewells.

Grading:

Required Texts: Academic Writing: Making the Transition, Steve Marshall, Pearson Education, 1st Edition, 2012 ISBN# 9780132604536

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite:

Notes: PLEASE NOTE: Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the undergraduate website:

ACADEMIC INTEGRITY

This outline is derived from a course outline repository database that was maintained by SFU

**Foundations of Academic Literacy**

Student Services and the University's IT Services Department. The database was retired in 2014 and the data migrated to SFU Archives in 2015.