

ACADEMIC LITERACY INTERVENTION PROGRAMME

1. BACKGROUND

The Academic Literacy Intervention programme is a specialized 10 week programme designed on the premise that students require a targeted and integrated discipline-specific teaching intervention. The purpose of this intervention is to support students in acquiring and applying the necessary literacy skills.

The following topics are envisaged to make the above claim possible:

- Introduction and Application of Academic Literacy (Topic Analysis)
- Essay Writing
- Paragraph Formation
- Report Writing
- Referencing
- Oral presentation

The Academic Literacy Intervention programme is packaged in such a way that both broad conceptual and discipline-specific reading materials shall be equally utilised. Flexibility will however apply, especially in the event that the department feels a certain topic should be prioritised. This will be made possible by a consultation with Student Learning. Both the subject lecturer and Academic Literacy lecturer concerned will, from time to time, meet and share ideas about how best they can collaboratively assist the students.

2. OBJECTIVES

Objective 1: To empower students with necessary academic literacy skills that are required to promote deep learning and high order thinking.

Objective 2: To assist students to read and engage with dense academic texts; and to plan and write assignments in a manner anticipated from a university student.

Objective 3: To support students in taking ownership of their studies

3. TEACHING AND ASSESSMENT

Through innovative teaching and formative feedback, students will be empowered by Fundani Student Learning with strategies to progress and succeed at CPUT. The Academic Literacy Intervention has lined-

up two assessment activities that will complement the ongoing, continuous feedback that will be given to students, both in classes and consultations at the Writing Centre.

In respect of the designed programme, there are two assessment activities planned. The first one is an assignment intended to evaluate how much of academic writing conventions have been internalised by the student. This means that students will be given a task to write an assignment/report or essay on a specific topic; where different aspects of academic writing will be evaluated. The second assessment exercise entails the preparation of an oral presentation by which students' understanding of the subject matter, confidence in communicating ideas and ability to integrate assistive and relevant visual aids shall be measured.

4. THE PROGRAMME

The programme entails the following:

WEEK 1

Day 1: Introduction and Application of Academic Literacy: Topic Analysis

LESSON OBJECTIVES

Students will be able:

- To read an essay topic, identifying key words and phrases and note their interconnectedness.
- To identify task words (verbs), topic words (technical words) and limiting words (scope)
- To write topic in their own words.
- To brainstorm ideas and initiate own investigation.

LESSON CONTENT

- What is Academic Literacy?
- Why is Academic Literacy important in higher education?
- What is topic analysis?
- How to use mind-map in planning an essay.

ACTIVITY

- Students shall work in the groups of six to analyse some questions from question paper and assignment instruction within their respective disciplines.
- Group discussion and report back to the rest of the class.

WEEK 2

Day 1: Essay Writing

LESSON OBJECTIVES

Students will:

- Learn about the nature and properties of academic writing.
- Be able to prepare, organise and present essays.
- Understand the theory behind the writing.

LESSON CONTENT

- What is academic writing?
- Introduction to essay writing.
- Planning and conducting literature survey.
- Introducing writing stages.

WEEK 3

Day 2: Essay Writing

LESSON OBJECTIVES

Students will be able to:

- Understand different theoretical approaches to writing an introduction.
- Differentiate between a well-designed and badly designed introduction.
- Analyse and rectify badly designed introductions.

LESSON CONTENT

- Designing a proper introduction for an essay?
- Different approaches (deductive vs inductive approach).
- Well designed vs badly designed introduction.

ACTIVITY

- Students shall work in the groups of six to analyse, rectify and reconstruct bad introductions.
- Feedback shall be given to fortify students knowledge and application

WEEK 4

Day 3: Paragraph Formation

LESSON OBJECTIVES

Students will :

- Understand the basic structure of a paragraph
- Know how to organise ideas in a paragraph
- Summarise views from authors without plagiarizing.
- Make propositions supported by evidence or reasoning
- Learn how to integrate references and examples in an essay.

LESSON CONTENT

- What is a Paragraph?
- What are the properties of a good paragraph
- Argumentation
- Summarising and Paraphrasing
- Introduction to Referencing

ACTIVITY

- Students shall rearrange different sentences in proper sequence so as to develop a meaningful paragraph.
- Students will be given texts to summarise and identify references.

ASSESSMENT

- Students will be given THREE TOPICS to choose from.
- Students will write a 3 page essay through which the application of academic writing principles and understanding of essay writing conventions shall be evaluated.

Week 5

Day 1: Report Writing

LESSON OBJECTIVES

Students will:

- Understand the basic principles of report writing.
- Be given a practical know-how on writing a professional report.
- Be able to structure and format a report.
- Improve their ability to communicate meaningfully with the target audience.

LESSON CONTENT

- What is a report?
- Types of reports
- Structure of a report
- Planning a report
- Formatting a report

ACTIVITY

Students will be given different journal articles in their fields to identify the generic features of a report starting from the introduction, procedure (materials and methods), findings (and discussion) and conclusion. These genre based texts shall serve as point of reference and a strategy to transfer generic skills into their subjects.

Week 6

Day 2: Report Writing

LESSON OBJECTIVES

Students will:

- Understand the basic theory behind each section of the report.
- Be able to apply principles espoused in each section.
- Know how to analyse and present data.

LESSON CONTENT

- Introduction and terms of reference
- Materials and Methods/Procedure/ Methodology
- Data Analysis

ACTIVITY

Extracts from various journal articles shall be discussed and feedback shall be given to the class.

Week 7

Day 1: Referencing

LESSON OBJECTIVES

Students will:

- Demonstrate ability to evaluate and assess the source's relevance and test its reliability.
- Know-how to apply in-text referencing, end-text referencing.
- Know how to combine summarised and paraphrased texts with their ideas.
- Be able to engage with different academic texts to promote deep learning.

LESSON CONTENT

- The importance of referencing different sources in academic writing.
- CPUT Policy on Referencing
- Types of Referencing
- Application of in-text and end-text references
- Integrating summaries and paraphrases from various sources without plagiarising.

ACTIVITY

- Students will be given an extract to work out the references used.
- Re arranging the components of a bibliography.

Week 8

Day 1: Oral Presentation

LESSON OBJECTIVES

Students will:

- Know how to prepare, plan, structure and deliver a good presentation.
- Understand the importance of target audience's needs and expectations.
- Be able to utilise visual aids and other assistive presentation tools.

LESSON CONTENT

- What is oral an presentation?
- Preparing and delivering a presentation.
- Using different assistive tools and visual aids.
- How to handle a difficult or rowdy audience.

ASSESSMENT

Student groups shall be given a case study/topic to prepare an oral presentation to be delivered in class.

WEEK 9

Day 2: Oral Presentation

ACTIVITY

- Student groups shall do the presentation wherein the various strategies discussed in Week 8 Day 1 are implemented and measured.
- Students are free to use whatever technique or tool to create a lasting impression. It could be Power Point, Flash Cards, Objects, Posters, etc.
- Students will submit the written assignments that were issued in week four (Day three of essay writing).

WEEK 10

Day 1: Effective Study Methods

LESSON OBJECTIVES

- To enable students to remain in control of their own learning.
- To raise awareness about reading styles, techniques and strategies to promote deep learning.
- To enable students to interact with the text and design their own notes.
- To empower students to manage their time effectively by developing time planners.
- To ensure students develop and sustain clearly defined and refined study time table.

LESSON CONTENT

- Definition of studying
- Factors affecting studying
- SQ3R Method
- Study Techniques
- Interacting with the text book

ACTIVITY

- Students will work in a group of six and discuss their previous learning styles and reading methods.
- Each students shall be given a task to design daily refined timetable

5. CONCLUSION

In assisting CPUT students to be self-directed and independent learners, it is important that we empower them with academic literacy skills. The idea is to promote deep learning, thoughtful use of specialised knowledge to develop students' knowledge. Our academic literacy programme seeks to promote high performers and high achievers.