Welcome to the Academic Literacies 102 course!

The Academic Literacies 102 (AL 102) course is a 3-credit university course, which is part of the Foundations Development Program. It aims to promote multiple literacies so as to guide students in understanding, creating and communicate meanings both to further develop themselves and effectively participate in an academic and professional environment.

It is at the same time a content-based skills course, which aims to build upon and expand students' communicative, critical analysis, study and research skills whereby also equipping them with a raised awareness of contemporary issues. Thus, the focus is equipping students with a variety of literacies as well as on improving students' English proficiency and academic skills.

The learner training strand of the course will encourage students to engage with multiple literacies (such as information literacy, critical literacy, digital literacy, multimodal literacy, and visual literacy) in accomplishing a variety of tasks and research.

Students will also be presented with an array of thought provoking texts (such as academic articles, journalistic articles, research, audio visual input) on especially two broad themes, each one constituting one module of the course:

Module 1 is entitled "Challenges to Power" and will deal with subthemes such as traditional vs modern notions of power, resistance to power, and relinquishing power to machines.

Module 2 is entitled "The Construction of Identity" and will look at subthemes such as the roots of individual identity, collective identities, digital identity and the future of human identity.

Each module has specific texts selected as *core texts* that need to be covered by all students during the semester. You will have access to all texts through SUCourse and/or specific web links.

Core Texts for AL 102 are as follows:

Module 1

Gauntlett, D. (2008). Chapter 6: Michel Focault: Discourses and Lifestyles. 128-132. In Media, Gender and Identity: An Introduction

Hutchison, P., Nyks, K., Scott, J. P., Chomsky, N., Francis, M. (2015). *Requiem for the American Dream*.

King, M. L. Jr. (1958). Three ways of meeting oppression. In *A Stride Towards Freedom*. New York: Harper

Kirszner, L. G., & Mandell, S. R. (2017). Becoming a critical reader. In *The Blair Reader: exploring issues and ideas*. Boston: Pearson.

Module 2

Fiske, S. (2007). On prejudice & the brain. Daedalus. 136. 156-159.

Malik, K. (2014). What's the problem with Multiculturalism? [Blog post]. Retrieved from https://kenanmalik.wordpress.com/2014/10/16/whats-the-problem-with-multiculturalism/

In addition, other supplementary texts encompassing a wide range of multimedia components (such as documentaries, speeches, debates and films) may also be used in relation to the course themes, core texts and learner training.

European Credit Transfer System (ECTS) Compatibility

ECTS credits at Sabancı University are calculated based on student workload. All contact hours, recitations, laboratory work and self-study are included in this calculation. Through the use of student course evaluations the workloads are updated regularly.

Foreign exchange students who opt to take the AL 102 course are awarded 4 ECTS credits.

Eligibility for the Erasmus Exchange Programmes

As announced by the International Relations Office, starting from the 2017/2018 academic year the placement of undergraduate students in an exchange program will be, among other requirements, calculated as follows:

- Minimum overall GPA requirement 2.2 (by the time of application)

- English language score to be determined by (SPS 101 x 0,4) + (AL 102 x 0,6)

Please see http://iro.sabanciuniv.edu/en/students/exchange/outgoing/how-to-apply
for more detailed information.

Planning the Semester

Course Outline

The Academic Literacies 102 course spans over a semester, which usually stretches over roughly 14 weeks. Please ensure that you make efficient use of the time available to you and that you follow the course outline below for preparations **BEFORE** class.

It is essential that you regularly attend classes, take notes, are punctual, complete the required readings, actively contribute to discussions in/outside class session and do your assignments on time.

Stay in the Loop!

SUCourse is an online collaboration and learning environment frequently used by instructors to e.g. make announcements, upload necessary documents and tasks, set and receive assignments, or enable discussion with/among students out of the classroom. It serves both as a source of reference but also as an important assignment submission tool as you are expected to submit all major written assignments via SUCourse.

It is therefore YOUR responsibility to check SUCourse (and your email) regularly for news or tasks regarding your course. This is particularly important in cases when you miss class due to absence.

Making Appointments

Each instructor is assigned 4 classes per semester. Each class convenes for 3 class hours every week. Due to other commitments and responsibilities, you may not always be able to find your instructor. Therefore, please schedule appointments formally through emails.

Tutorials

Tutorials are offered as one-to-one and/or as group tutorials in which you have the opportunity to e.g. receive more individual attention regarding queries about the course, brush up on skills work, or obtain feedback. Signing up and attending these is essential for your success throughout the semester.

Assessment Policies

Student work and performance in the Academic Literacies 102 course are assessed through various components. Detailed task descriptions with specifications regarding e.g. word limit, time limit, use of sources are agreed on by the group prior to the semester and given to you in the form of task sheets by your instructor.

Please note that due dates/times for both written and oral assessment components are at instructors' discretion. Your instructor will inform you of these.

It is YOUR responsibility to keep to the designated dates and specifications of your assignments.

The evaluation of both written and oral assessment components is done according to the criteria for the relevant assessment component (please see Appendices for all assessment criteria).

Grades for each assessment component are released in the "Gradebook" section on SUCourse as soon as grading is completed by the instructor. Thus giving students a clear idea about their individual progression throughout the course.

NA Grade Policy

Students who do not fulfill the requirements of the course, by neither submitting any written assessment component nor performing in oral assessment components, are automatically awarded a "NA" grade at the end of the semester.

In order for any assessed assignment to be accepted, it needs to meet certain ground rules:

Any written/oral assignment that
-is not the student's own work AND/OR
-completely fails to address the prompt (off topic) will automatically receive a "0"

Assignments also need to have made use of **APA Documentation Style**.
- If the work has no in-text citation and no list of references, it gets a "0"
- If the work has no in-text citation but a list of references, it gets a "0".
- If the work has in-text citation but no list of references, 25% deduction from the overall grade is applied.
- If the work has made use of a citation style other than APA, the overall grade is lowered by one band according to the AL 102 criteria.

Please note that students need to have consulted their teacher (either through submitting a draft or in a tutorial) about the appropriate use of sources in their work.

In addition to the above, the following policies are applied to written assignments:

Students who do **not** hand in a first draft for the Process Essay are entitled to only one 15-minute tutorial in preparation for the final version of their essay.

In case a written assignment is not submitted by the required deadline, the following **Late hand-in policy** is applied:

-Up to 1 hour late, 5% DEDUCTION
-From 1 hour to 24 hours late, 25% DEDUCTION
-More than 24 hours, NOT ACCEPTED
Please note that only exceptional cases may be referred by the instructor to the AL 102 Committee for individual consideration.

AL 102 Word Count Policy applied to all written assignments:

The word count is a crucial indicator of how complex your argumentation should be and/or how much detail you are required to go into when completing any written assignment.

Writing <u>less</u> than the minimum word count will probably mean you have not developed your ideas sufficiently, or have not gone into enough detail. You will be penalized according to the 'development/detail' aspect of the criteria for any submission, which is less than the minimum range of the word count.

Where the maximum word count is concerned, as long as there is no repetition in your writing and/or no artificial inflation, you will not be penalized if you exceed the word count by 10% of the maximum number of words. However, any assignment submitted which <u>exceeds</u> that limit, will lose **5%** of the overall grade for that assignment.

<u>**The following policies are applied to oral assignments in addition to the ground rules mentioned above:**</u>

There are **no** make ups for presentations.
All members of a group need to be ready to present at the scheduled time of their presentation. In the cases where one of the members is unable to attend, the remaining members are expected to deliver the presentation regardless of the missing member. The absent member needs to contact the instructor as soon as possible.

Presentations **cannot** be rescheduled once they have been finalized and announced.

The following **Punctuality policy** is applied when one of the group members does not turn up at the scheduled time of their presentation:
-between 5-10 minutes late, 25% DEDUCTION
-more than 10 minutes late, not permitted to present.

If you are having difficulty with any assessed task, ask your instructor for an appointment or tutorial.
Do not wait until the last minute for support!

Assessment Components

Course Participation (20 %)
Active involvement and production throughout the course are vital.

Participation is defined as *regularly* attending classes and being *actively and effectively* involved in each aspect of the course both inside and outside the classroom (such as submitting proposals or outlines as required, writing drafts and participating in individual/group tutorials).

The following behaviours are not acceptable: being disruptive, disrespectful, sleeping, sitting and doing nothing, arriving late to class and/or tutorials.

Preparation for class comprises coming to class having done whatever the instructor has requested: e.g. having read the texts, having done writing, having done research.

Attendance *without* active involvement is <u>not</u> considered participation.

Assessed *Participation* Tasks (specific to instructor)

Your instructor may allocate up to **10%** of the participation grade to <u>two</u> separate assessed tasks (5% each). Examples of such tasks are as follows: quizzes, response papers, journals, outlines, video logs, a research proposal or the development of a website or other platform for sharing ideas. Please consult your instructor for further details.

Module 1 Assessment Components

Oral Presentation (5-6 min. per person)	10%
Take-Home Exam 1, Focus on Argumentation (850-950 words)	25%

Module 2 Assessment Components

Seminar Presentation (8-9 min. per person)	20%
Take-Home Exam 2, Focus on Research (1350-1450 words)	25%

AL 102 Grading Scale

Student work and performance in AL 102 is evaluated according to specific criteria, ground rules and policies which students are introduced to during the course of the semester. (See Appendices). The Academic Literacies 102 course does not apply the curve system. The following grading scheme is applied for all assessment components.

Letter Grade	100 pt Scale	Out of 4
A	93-100	4
A-	90-92	3,7
B+	86-89	3,3
B	83-85	3
B-	80-82	2,7
C+	76-79	2,3
C	72-75	2
C-	68-71	1,7
D+	64-67	1,3
D	60-63	1
F	0-59	0

Academic Honesty

The Academic Literacies 102 Academic Honesty Policy

Like all SU university courses, AL 102 values students' original ideas and opinions. Therefore, all work submitted throughout the year is expected to be the student's own. Plagiarism, that is, presenting another person's idea(s) or a part of their work as if it is one's own, is a grave offence that will be met with penalty. Plagiarism also includes submitting another student's work, cutting and pasting, as well as buying papers from the Internet or from another person. Any plagiarized work detected by an AL 102 instructor will be reviewed by a minimum of three AL 102 instructors and may result in a "0" for the assignment, failure in the course and/or referral to the SU disciplinary committee.

Plagiarism can be avoided simply by using proper citation, which is taught during the year. All papers, short essays and presentations must contain appropriate citation as stated by the course instructor. Students who are uncertain about their sourcing, or who would like a general writing tutorial for self-improvement, should set an appointment with their instructor. Please also refer to the Sabancı University Academic Integrity Principles at:

http://www.sabanciuniv.edu/en/academic-integrity-statement

The Re-use of Assessed Material

Sometimes certain themes overlap across courses. Nevertheless, students may not submit the same piece of writing for two different courses; this would be equivalent to getting the same piece of work credited twice. Where students explore an area in one course that they may have already explored elsewhere, it is important they get an understanding of further developing the material so that it is effectively a new piece of work.

The Assignment Verification Process for Written Assignments

It is very important that you do not ask for outside help on especially your written assignments. You are encouraged to make use of the following opportunities to improve the language, ideas, use of source material and citation format:

1) Detailed written feedback from your instructor
2) Tutorials with your instructor (upon request)
3) Consultations with Peer Writing Fellows through CIAD
4) Peer feedback (at the instructor's discretion)

Each assignment will have several steps, which may include an outline, an annotated bibliography, an introduction and thesis statement, a first draft, etc. Students following these steps will help the instructor to verify that the submitted work is the student's own work. If these steps are not fulfilled and/or if the instructor is not completely certain that the assignment substantially represents the student's own work at their level of ability, the following actions may be taken:

1) The instructor may ask the student to discuss/explain parts of their paper.
2) The instructor may ask the student to rewrite their paper in his/her presence. *This will be done within a week of the teacher's request.* A specified time limit will be given to the student to write an essay with the help of sources and a dictionary. No laptops will be permitted in this case.

When your written/oral assignment includes ideas or words from any other source, make this clear by naming that source and using proper APA in-text citation as appropriate. You will learn how to do this in this course.

Please note that any form of plagiarism, copying or cheating will result in a penalty, a referral to the AL 102 Academic Integrity Committee and/or the University Disciplinary Committee.

Please note that especially core writing assignments need to be submitted onto SUCourse rather than simply emailed to your instructor. The plagiarism detection program "Turn It In" will automatically check each assignment and provide the instructor with detailed information about the ratio of plagiarism detected in your work.

If you are "in trouble" with the preparation for an essay or presentation, make an appointment to see your instructor, and you will be provided with useful advice to complete your assignment successfully.

School of Languages Anti-Discrimination Policy

As the School of Languages, we will not ignore any attitude, statements or behaviour containing violence, humiliation or discrimination with regard to:

- sex
- sexual orientation
- gender, gender identity or gender expression
- ethnicity
- national background
- language
- religion
- physical or mental ability
- social class
- physical appearance
- marital or parental status
- age
- political affiliation

We expect all School of Languages members, students, academic and administrative personnel, to act according to this ethical principle.