




Psychosocial Integration
in
Academic and Information Literacy
in the
Arts Foundation year at UWC




UWC Arts Foundation Programme
BA (4 year) (Extended Curriculum)
Academic and Information Literacy (AIL) – 18 C
Communication Studies
Cultural Studies
Humanities
Social Studies



114 students.
Majority aged between 18 and 20.
Range: 18 - 35
“Black” 33%; Xhosa mother tongue majority
“Coloured” 67%; Afrikaans mother tongue majority
Female: 74%
Male: 26%




Admission: Grade 12, A, B, C, D, E with no
exemption or E + exemption
60 – 64% on the SATAP test.



Three lectures as well as a library practical
Medium of Instruction: English

Assessments:	
Essays (x2)	40
Tests (x2)	20
Learning Journal	10
Library Practical	20
Attendance and Participation	10
Exam	

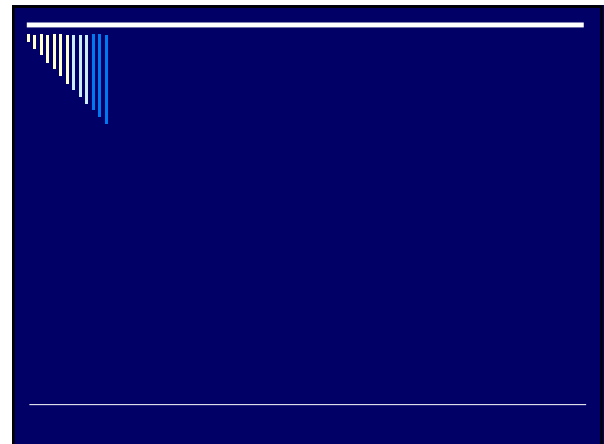


Main Outcomes:
Familiarity with the practices and conventions of
academic work
Competence in language and argument skills
and in ongoing improvement of these
Skill in finding and using information

Main Content

Exercises in

- Listening and speaking accurately and effectively
- Using English fluently and accurately
- Using the library catalogue, indexes and abstracts, and electronic databases
- Using cognitive skills of accessing, locating, analysing, evaluating, organising, synthesising information from both printed and electronic sources
- Distinguishing between academic discourses and developing a knowledge of their characteristic vocabularies
- Distinguishing between various genres of texts and the contexts in which they are used
- Describing the coherence and logical structure of a text and comparing and contrasting texts
- Structuring and argument and use evidence to support it
- Recognising and using various communicative functions of academic expression
- Distinguishing between fact and opinion statements and arguments, and recognizing bias and point of view
- Writing coherent academic essays, using the appropriate academic conventions



Challenges

Bereavement	19%
Violence:	20%
Loss, abandonment, lack of support/ trust/ social defeat:	58%
Alienation:	63%
Habits:	16%
Responsibility, job, school, adjustment to UWC:	38%
Relationships:	58%

UWC Student Counselling Services

Student Concerns:

Concentration and motivation	50%	Discrimination	14%
Depression	40%	Violence (physical, sexual, other)	14%
Test and exam anxiety	50%	Trauma (recent or past)	11%
Loneliness	39%	Assertiveness	11%
Financial	39%	Phobia	11%
Tiredness and fatigue	36%	Childhood sexual abuse	7%
Family problems	36%	Alcohol related problems	7%
Sleep problems	36%	Rape, sexual assault or harassment	7%
Academic difficulties	32%	Drug use and addiction	7%
General anxiety	32%	Other	7%
Adjustment to university	32%	Sexual problems	7%
Relationship difficulties	29%	HIV/Aids related problems	4%
Eating problems	21%	Bereavement	4%
Social anxiety	18%		

Prolonged/ Chronic Stress:

- Depression
- Anxiety
- Lethargy
- Insomnia
- Eating disorders

Higher Order/ Executive Functioning:

- Time planning
- Cognition
- Initiating appropriate actions
- Inhibiting inappropriate actions
- Selection of sensory information



Vygotsky - ZPD
- Actual vs Potential

Krashen - Acquisition vs Learning
- Input Hypothesis Model
(L2 Learning & Production)
- Language Acquisition Device (LAD)
- Affective Filter Analysis (Krashen, 1985)



Schreier and Davidowitz (SAJHE, 2008)

- Hay and Marais, 2004
- Wood and Lithauer, 2005
- Case, 2005
- Honikman, 1982
- Klagsbrun, 1992
- Sennett *et al.*, 2003
- Woosley, 2003
- Baker & Siryk, 1989
- Malefo, 2000
- Tinto, 1997
- Bean, 1985



Anxieties in Language Learners

- Competence based
- Identity based
“... where an individual may be more concerned with maintaining his or her relationship with a particular group than with his or her language abilities ... [due to] ... the desire for recognition, the desire for affiliation and the desire for security and safety...” (Stroud and Wees, 2006)



Initial Strategies for Teaching:

- Community
- Critical and Multiple Literacies
- Technology
- Play and Fun
- Learner Reflexivity
- Teacher Reflexivity



Recommendations

- Relationship between AIL and Student Counselling
- Awareness Workshops
 - Chronic Stress
 - Stigmatisation



THE END