

Miyazaki International College  
Course Syllabus  
Autumn 2018

Course Title (Credits )	Academic Writing 2 (AW2-2) (2 credits- Room 524)
Course Designation for TC	N/A
Content Teacher	
Instructor	N/A
E-mail address	N/A
Office/Ext	N/A
Office hours	N/A
Language Teacher	
Instructor	Rebecca Schmidt
E-mail address	rschmidt@sky.mic-miyazaki-mic.ac.jp
Office/Ext	1-401 Ext 3726
Office hours	Tuesdays 2:00-3:30, Thursdays 2-3:30 or by appointment

Course Description:

This second semester writing course for first year students aims to build on the skills and knowledge acquired in Academic Writing 1. The Academic Writing 2 course assists students in developing the ability to write well-organized paragraphs and to combine paragraphs into longer pieces of writing. Students will practice writing to suit various kinds of purpose with an awareness of the context and audience of their writing. After learning to write paragraphs, students will learn to combine paragraphs into longer pieces of various different genres such as academic essays and personal reflections. Students will learn various different ways of planning and editing a formal essay. Students will also be given the chance to complete fluency-based writing activities on topics covered in concurrently taught reading courses, and will be able to further develop their fluency through regular journaling. The course also aims to help students to reflect on ways of teaching writing and promoting interaction in a writing classroom.

Course Objectives:

By the end of the course, students will be able to...

- Write a well-organized five-paragraph essay with a clear thesis statement consisting of paragraphs displaying a clear topic sentence and supporting details.
- Use various structures in their essays as specified in the MIC writing handbook for AW2.
- Plan and write an essay with a logically structured introduction, body and conclusion.
- Further develop the ability to write paragraphs with clear topic sentences, supporting ideas, and concluding sentences.
- Combine paragraphs to form essays with various patterns including narrative, description, comparison, persuasion, problem/solution and cause/effect
- Evaluate what makes a good essay and edit their own /their peers' work to improve the grammatical accuracy, content and organization
- Write faster and more fluently (in a 10-minute period, students should be able to write at least 200 words on a topic with which they have knowledge or experience without use of a dictionary)
- Word process and re-draft their own essays to improve the appearance, grammar, vocabulary and flow of their writing
- Write English to suit various kinds of purpose, scene, situation and context, for various different themes and genres with an awareness of the reader or audience
- Reflect on their learning and evaluate their learning experience in a way that will assist their professional development as future teachers

Course Schedule (subject to change)		
Day	Topic	Content/Activities
1	Course Introduction	<b>Course Introduction</b> ; Review of Syllabus, course expectations, and materials needed; <b>Grammar and Parts of Speech Review</b> Group-work and Pair-work
2	Editing and Self-Editing  Grammar and Parts of Speech Review  Timed Writing 1	<b>Peer-editing Review</b> (textbook 40-41); <b>Correction Guide</b> and Practice editing.  Basic Grammar review of Semester 1 points. Cinquain Poems: Summer or Fall Think-group-share, Creative Writing  <i>Learning Objective: Fluency #1</i>
3	Paragraph Process Writing Review	Review process writing and basic grammar. Textbook Unit 5, pages 36-39 Journal Reflection
4	<b>Cause and Effect</b>  Pre-writing Journal Writing	<b>Textbook Unit 7: Explanations and Excuses</b> <i>Learning Objective (LO): Rhetorical Styles #1</i> <i>Section 4.7.1 (part 4) of the MIC Writing Handbook</i> Pre-writing to generate ideas: planning a paragraph or essay. Think-Pair-Share Reflection
5	Grammar Review Timed Writing 2	Grammar: <i>because vs so</i> (LO Grammar #2) <i>Learning Objective: Fluency #1</i>
6	Paragraph organization  Journal Writing	Planning and writing a paragraph with a topic sentence and supporting details. – Choose a topic explaining cause and effect (ie; A time I was late, an accident, a mistake) Think-Pair-Share  Reflection
7	Cause and effect paragraph	Draft #1 Due / peer editing Think-Pair-Share
8	Paragraph development / Cause and effect Timed Writing 3 Journal Writing	Editing a paragraph with a topic sentence and supporting details. Drafts #2 due. Think-Pair-Share Reflection
9	<b>Expressing Feelings about Problems</b>  Pre-Writing	<b>Textbook Unit 8: Problems and Challenges</b> Pre-writing to generate ideas: planning a paragraph or essay. Think-Pair-Share
10	Planning a paragraph  Journal Writing	Different ways of planning paragraphs: personal writing Writing for an internet forum (TC program objective 1, 2) Writing to students in another country, introducing Japanese culture Think-Pair-Share <i>Learning Objective (LO): Rhetorical Styles #1</i>
11	Paragraph development  Timed Writing 3	Planning and writing an essay with three paragraphs: Introductory and body paragraphs Think-Pair-Share <b>Three paragraph Essay: Describe a problem. How it was caused? Effects: How you felt about it? How you resolved it?</b>  Feelings and Problems Draft 1
12	Paragraph development	Editing a paragraph to improve the content: formal writing Feelings and Problems Draft 2

	Journal Writing	Reflection
13	Writing at length  Timed Writing 4	Grammar Review Feelings and Problems Final Draft  Fluency
14	<b>Strange Stories Chronological Events</b> Journal Writing	<b>Textbook Unit 9: Strange Stories</b> Review of Chronological order Rhetorical Style (L.O. #1, AW 1) Think-Pair-Share
15	Timed writing 5  Journal Writing	Paragraph Planning Think-Pair-Share Reflection
16	Peer-Editing	<b>Paragraph Writing: Describe a strange event and how it happened.</b> Strange stories Draft 1 Peer-Edits
17	Editing your essay  Journal Writing	Editing your essay for grammatical accuracy, paragraph organization and content Think-Pair-Share Strange Stories Draft 2 Reflection
18	Timed Writing 6  <b>Compare and Contrast</b>	Strange Stories Final Drafts due.  <b>Textbook Unit 10-: Differences</b> Brainstorming ideas: Think-pair share
19	Developing 5 Paragraph Essay.  Journal Writing	<b>5 Paragraph Essay Planning: Compare an aspect of two different countries.</b> Planning a 5-paragraph essay L.O. 1-7)  Reflection
20	Developing 5 Paragraph Essay.	Planning a 5-paragraph essay L.O. 1-7)
20	Grammar Review Peer-editing  Timed Writing 7	Differences Draft 1s Due Think-Pair-Share  Fluency
22	Peer-Editing  Journal Writing	Differences Draft 2s Due Grammar and Editing Think-Pair-Share  Reflection
23	<b>Cause and Effect</b>  Timed Writing 8	Differences Final Drafts Due <b>Textbook Unit 11: Difficult Decisions</b>  Think-Pair-Share  Fluency
24	Journal Writing	Grammar Review  Reflection
25	<b>Cause and Effect</b>  Timed Writing 9	<b>3 Paragraph In-class Writing Test Review of Cause and Effect</b> (L.O. Rhetorical Styles #1)  Fluency
26	<b>Persuasion</b>  Journal Writing	<b>Textbook Unit 12: Fate or Choice?</b> Planning a 5 paragraph essay L.O. 1-7) Think-Pair-Share Reflection

27	Developing a longer essay  Timed Writing 10	Planning a 5-paragraph essay L.O. 1-7) Think-Pair-Share  Fluency
28	Developing a longer essay  Journal Writing	<b>Persuasion Draft 1: Persuade your classmate about something he or she should do.</b>  Think-Pair-Share Grammar and Editing Review Reflection
29	Review and timed writing 11 (?)	Persuasion: Draft 2 Think-Pair-Share Grammar and Editing Review
30	Review and timed writing 12 (?)  Journal Writing	Persuasion Final Drafts Due Timed essay writing practice / Exam Review  Reflections
Exam week	Final Exam	Timed Essay Writing Final Exam

#### Required Materials:

- Textbook as prescribed by the teacher
- MIC Writing Handbook
- A4 writing paper, pens, pencils / (erasable highlighters and pens recommended)
- A4 notebook with 40 pages for journal.
- 3-Ring binder
- Japanese-English, English Japanese dictionary (if you have a smartphone, download the EIJIRO app; also try <http://www.alc.ac.jp>.)
- Handouts provided by teacher/ downloaded by students as necessary
- Tablet or smartphone (recommended but not required) (CamScan)

#### Course Policies (Attendance, etc.)

##### Attendance

You will not get any points for attendance because it is expected that you will attend 100% of classes.

##### Academic Honesty

You are not allowed to use translation software or Internet translation sites in this or any course at MIC. Plagiarism (cheating) is not tolerated. The following are common examples of plagiarism:

- Getting another students to write your assignment or essay for you. (Getting another student to check your work and give advice is OK.)
- Copying language from a book, newspaper, journal or website without using quotation marks and citing (Citing means giving credit to your sources; telling the reader where you found the information.)
- Paraphrasing (changing to your own words) without citing.

You will likely learn more about citations in this or subsequent classes, but know that if you plagiarize, you will likely fail the assignment. Consult with your teacher if uncertain.

##### Assignment Submission

- Work you submit to the teacher must be submitted electronically in PDF form. Keep backups! Handwritten work might not be accepted. Journals will be handwritten.
- Be sure to write your full name in English, your student number for the class, the teacher's name, the date, a title, and the page number and exercise of the assignment if appropriate. Please also pay attention to the file name your teacher asks you to submit for each assignment. Subject topics for emails and file names that are not done correctly will not count as submitted work and will be late
- Late assignments (drafts to the teacher) will result in a 20% reduction to your score, so please submit your writing on time. Turning work in on time is extremely important or you will miss feedback on a draft and must skip it for the next draft to be on time.

## Class Preparation and Review

- Students are expected to spend two hours preparing, reviewing, and completing coursework for every hour spent in class. This means you should expect to spend six hours each week outside of class time on this course.
- Remember that if you have brainstormed ideas, and organized them into a detailed outline, the actual writing part of your paragraph or essay should not take so long – it is the planning part that takes time.
- “I was absent” is not an excuse for not completing assignments. If you miss a class, be sure to talk with your classmates to find out what you have missed. Contact the teacher after trying to consult with your classmates. It is your responsibility to make up missed class work.
- If you do not understand anything at any time, it is your responsibility to ask questions. If you do not ask questions, the teacher may assume you understand everything.
- Please use the office hours if you do not understand. Not understanding is no excuse for not completing assignments.

## Grades and Grading Standards

### Participation – 10%

Participation refers to being prepared and being active in class.

### Journal – 15%

Several times a week you will be required to write a journal entry, choosing from whatever subject you desire or from a list of topics provided. These will be checked several times a semester for quantity. The purpose of the journal is for you to gain fluency in writing; how correctly you write in English is less important. Please ask your teacher to correct your journal if you are interested in learning from your mistakes. You will also be expected to regularly comment on your peers' work.

### Timed Writing–5%

The goal of timed writing is fluency. You should write at least 100 words in 10 minutes. Mistakes are okay.

### Homework– 10%

Textbook and Grammar Exercises

### Main Assignments– 40%

These are the graded essays you submit. You will be given an overall grade for each assignment which grades the entire process from brainstorming, planning, drafts, editing, and final drafts.

### Final Exam – 20%

The final exam will take place during exam week. Information on the content of the exam will be given in class.

## Methods of Feedback:

Student work will be assessed several times on periodic assignments submitted online and/or on paper. Journal entries will be checked for quantity and frequency of work at least four times in the term. Particularly struggling students will be contacted by email for one-on-one consultations with the teacher. Students will be formatively assessed on class performance by their teacher and by their peers on preliminary written work.

## Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

## Notes:

It is your responsibility to seek help if you need it. Please visit your teacher during office hours if you need specific help or general study advice, and feel free to contact your teacher by email. Depending on the teacher, there may be several online platforms in this course.

## Rubric for Academic Writing (focus on paragraph writing)

Score	Content	Organization	Grammar	Lexis
A (90%+)	Ideas presented were very clear, highly relevant, extremely well-supported, and well-developed.	The writing displayed a highly coherent organizational structure enabling the message to be followed effortlessly. The topic sentence clearly and effectively stated the topic with a limiting idea, and the concluding sentence clearly and effectively restated/summarized the main idea(s) of the paragraph.	A wide range of more complex grammar patterns was used accurately.	A wide variety of vocabulary was used with high levels of accuracy and control.
B (80%+)	Ideas presented were clear, relevant, supported, and developed.	The writing displayed a coherent organizational structure enabling the message to be followed. The topic sentence clearly stated the topic with a limiting idea. The concluding sentence restated/summarized the main idea(s) of the paragraph.	A good range of grammar was used accurately.	A good variety of vocabulary was used with accuracy and control.
C (70%+)	Ideas were fairly clear, connected and relevant. They were supported, but the main idea(s) lacked some development.	The writing displayed a sufficient command of organizational structure, which resulted only in some difficulty in following the message. The topic sentence stated the topic but the limiting idea was unclear, and/or the concluding sentence was present but did not clearly restate/summarize the main idea(s) of the paragraph.	A sufficient range of grammar was used, but occasionally accuracy affected reader comprehension.	A sufficient variety of vocabulary was used, but there were some inaccuracies in word choice and word formation.
D (60%+)	The Idea(s) were somewhat clear and relevant. The idea(s) required much more development and support.	There was obvious attempt to organize information, though sometimes the lack of coherence created ambiguity. Repetition and rigidity was present. The topic sentence adequately stated the topic, but the limiting idea was unclear, and/or the concluding sentence failed to restate/summarize the main idea(s) of the paragraph.	An adequate range of grammar used, but many inaccuracies were present.	There was adequate variety of vocabulary, but many inaccuracies in word choice and word formation were evident.
F (50%+)	Ideas were unclear, lacked relevance or connection, and were not developed or supported.	Information was disorganized and a lack of coherence created ambiguity. The topic sentence was present but neither clearly nor effectively showed the topic or limiting idea. The content did not relate to the topic. The concluding sentence was ineffective in restating/ summarizing the main idea(s).	An inadequate range of grammar was used repetitively and/or inaccurately.	The writer displayed inadequate vocabulary knowledge, accuracy, and/or control.
FF (50%>)	The writer only supplied a list of sentences with no logical or relevant connection.	No organization or coherence was present. There were unconnected sentences that communicated little. The topic sentence is lacking or unclear, as was the concluding sentence.	Phrases or sentences were produced, but inaccuracies were omnipresent.	The writer demonstrated insufficient lexical knowledge and usage.

Academic Writing Rubric: Japanese アカデミック・ライティング採点基準 2014 年

	構成 チェック項目: 一貫性 構造	語彙表現 チェック項目: 多様性 適切さ	文法事項 チェック項目: 幅広い知識 正確さ	内容 チェック項目: 関連性 サポートと発展
0-5	一貫性がなく構成も未熟である。文章間に結びつきが見られず書き手の意図が理解できない。	最低限の語彙知識しか持っていない。	句や文章を書くことは出来るが間違いが多いため書き手の意図が理解できない。	文章が羅列されているだけで、論理的な一貫性と関連性の両方(もしくはどちらか)に欠ける。
6	情報をまとめようという意図はいくらか感じられるが、アイデアごとのつながりが殆ど見られない。	限られた範囲の語彙知識はあるが、それを適切に使用できない。	限られた文法項目が繰り返し使用されたり、間違っ使用されたりしている。	文章が関連性またはつながりに欠け、発展やサポートが見られない。
7-8	情報をまとめようという意図がはっきり見られるが、一貫性に欠ける部分があるため意味が不鮮明になる。	適切な語彙知識を持ち、ある程度それを使いこなすことができる。	十分な範囲の文法項目が使用されているが、誤った使用のため文章理解の妨げとなる。	文章は関連性を持って構成されているが、発展やサポートは見られない。
9	しっかりと文章を構成することができ書き手の意見も明確に表現されている。たまに不必要な繰り返しやこなれていない表現も見られる。	幅広い語彙知識を持っているが、語彙の選択や形式において不適切な使用がたまに見られる。	十分な範囲の文法項目が使用されているが、誤った使用のため文章理解の妨げとなる場合がたまにある。	文章は関連性を持って構成されている。サポートも見られるが、メイン・アイデアの発展が見られない。
10	一貫性のある構成を持ち書き手の意思がスムーズに読み手に理解される。	幅広い語彙知識を持ちそれを正確に適切に使用できる。	十分な範囲の文法項目が正確に使用されている。	文章は関連性があり十分にサポートされ尚且つ発展もみられる。