

# Academic Writing 2

Fall Semester, 2018

Course Designation TC: N/A

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## Class Description

This second semester writing course for freshmen students aims to provide students with the skills and knowledge base for completing academic writing tasks. It is designed to take students from writing cohesive paragraphs to writing basic 5-paragraph essays. It aims to help students 1) develop writing fluency 2) write clear, focused and well-organized paragraphs and essays. Once students arrive at the point where they are writing essays, they will work on developing a central thesis, organizing an outline, supporting their thesis, and writing effective introductions and conclusions.

## Course Goals/Objectives

The goals for Academic Writing 2 are as follows:

- Students will better understand differences between academic and non-academic writing styles.
- Students will write well-structured five-paragraph essays on personal and simple academic topics.
- Students will paraphrase or summarize information from outside sources in their academic writing.

Because appropriate use of vocabulary is an important part of good writing, students will gain knowledge of key words and phrases.

## Class Schedule

Below is a class schedule. The actual activities and timing of these activities may vary slightly..

| Class | Activities  |  |
|-------|---|--|
| 1.    | <ul style="list-style-type: none"><li>• Class introduction</li><li>• Paragraph Review (handout)</li></ul> Homework: Paragraph Analysis  |  |
| 2.    | <ul style="list-style-type: none"><li>• Go through paragraph analysis</li><li>• Begin paragraph assignment</li></ul> Homework: complete paragraph assignment  |  |
| 3.    | <ul style="list-style-type: none"><li>• Clauses<ul style="list-style-type: none"><li>- Section 6.1 of MIC Writing Handbook</li><li>- Exercises (handout)</li><li>- Section 6.1.1 of MIC Writing Handbook</li><li>- Exercises (handout)</li></ul></li></ul> Homework: complete exercises     |  |
| 4.    | <ul style="list-style-type: none"><li>• Return Paragraph Assignment</li><li>• Revise paragraph assignment in computer labs</li></ul> Homework: <ul style="list-style-type: none"><li>- Finish revision of paragraph</li><li>- Read sections 6.1.2 and 6.2 of MIC Writing Handbook</li></ul> |  |
| 5.    | <ul style="list-style-type: none"><li>• Clause Types and Sentences<ul style="list-style-type: none"><li>- Review sections 6.1.2 and 6.2 of MIC Writing Handbook</li><li>- Exercises (handout)</li></ul></li></ul> Homework: finish Exercises  |  |

|     |  |  |
|-----|--|--|
| 6.  | <ul style="list-style-type: none"> <li>• Introduce Essay (section 5.1 of MIC Writing Handbook)</li> <li>• Analyze Essay in section 5.1</li> <li>• Homework: Write thesis statement and body paragraphs for Essay 1 [for October 4]</li> </ul>  |  |
| 7.  | <ul style="list-style-type: none"> <li>• Compound Sentences (sections 6.3 and 6.3.1 of the MIC Writing Handbook)</li> <li>• Compound Sentences with Coordinators (handout)</li> </ul> <p>Homework: Compound Sentences exercises on handout</p>   |  |
| 8.  | <ul style="list-style-type: none"> <li>• Essay Thesis Statements (sections 5.2.1 and 5.2.2 of MIC Writing Handbook)</li> <li>• Evaluating Thesis Statements (handout)</li> </ul> <p>Homework: Complete handout</p>   |  |
| 9.  | <ul style="list-style-type: none"> <li>• Evaluating our own thesis statements</li> </ul> <p>Homework: Read sections 5.3 and 5.3.1 of MIC Writing Handbook</p>  |  |
| 10. | <ul style="list-style-type: none"> <li>• Essay Introductions (sections 5.3 and 5.3.1 of MIC Writing Handbook)</li> <li>• Work on introduction to essay 1 in computer lab</li> </ul> <p>Homework: (1) complete essay introduction and (2) read sections 5.5, 5.5.1, 5.5.2, and 5.5.3 of MIC Writing Handbook)</p>                             |  |
| 11. | <ul style="list-style-type: none"> <li>• Essay Conclusions: review information from Handbook</li> <li>• Essay Conclusions analysis (handout)</li> <li>• Begin writing conclusion for essay 1</li> </ul> <p>Homework: (1) Complete conclusion for essay 1 (2) review sentence structure</p>   |  |
| 12. | <ul style="list-style-type: none"> <li>• Submit essay</li> <li>• Quiz: Sentence structure</li> <li>• Compound Sentences with Semi-Colons (section 6.3.2 of MIC Writing Handbook)</li> <li>• Compound Sentences with Sentence Connectors (section 6.3.3 of the MIC Writing Handbook)</li> </ul> <p>Homework: Compound Sentences (handout)</p> |  |
| 13. | <ul style="list-style-type: none"> <li>• Quiz: Sentence Connectors</li> <li>• Reviewing essay introductions and conclusions (handout)</li> </ul> <p>Homework: Read sections 6.4 and 6.4.1 of the MIC Writing Handbook</p>  |  |
| 14. | <ul style="list-style-type: none"> <li>• Revise and write second draft of essay</li> </ul> <p>Homework: complete 2<sup>nd</sup> draft of essay</p>   |  |
| 15. | <ul style="list-style-type: none"> <li>• Submit 2<sup>nd</sup> draft of essay</li> <li>• Complex sentences with noun clauses (sections 6.4 and 6.4.1 of MIC Writing Handbook)</li> </ul> <p>Homework: (1) Memorize lists of verbs and adjectives on page 82 of MIC Writing Handbook and (2) prepare for quiz over sentence structure</p>     |  |
| 16. | <ul style="list-style-type: none"> <li>• Sentence structure quiz</li> <li>• Introduction and Analysis of Problem-Solution Essay (handout)</li> </ul> <p>Homework: (1) complete analysis of Problem-Solution Essay and (2) read Adverb Clauses and Time Clauses in MIC Writing Handbook</p>   |  |
| 17. | <ul style="list-style-type: none"> <li>• Time Clauses review and exercises (handout)</li> <li>• Problem-Solution Essay: check analysis and begin work on</li> </ul>  |  |

|                           |  |  |
|---------------------------|--|--|
|                           | <p>exercises 4-5</p> <p>Homework: Complete outline for Problem-Solution Essay</p>  |  |
| <b>18.</b>                | <ul style="list-style-type: none"> <li>In-class work on Problem-Solution Essay (Essay B)</li> </ul> <p>Homework: (1) complete Essay B [by November 18] and (2) read Reason Clauses (page 87 of MIC Writing Handbook)</p>                                     |  |
| <b>19.</b>                | <ul style="list-style-type: none"> <li>Reason Clauses</li> <li>Review of Sentence Structure</li> </ul> <p>Homework (1) complete Essay B, (2) read Condition Clauses (page 89 of MIC Writing Handbook), and (prepare for quiz over sentence structure)</p>    |  |
| <b>20.</b>                | <ul style="list-style-type: none"> <li>Condition Clauses: review and exercises (handout)</li> <li>Quiz over sentence structure</li> </ul> <p>Homework: Read Place Clauses and Manner Clauses (page 90 of MIC Writing Handbook)</p>                           |  |
| <b>21.</b>                | <ul style="list-style-type: none"> <li>Place Clauses and Manner Clauses: review and exercises (handout)</li> <li>Sentence Structure Review (handout)</li> </ul> <p>Homework: Read Purpose Clauses, Contrast Clauses (both types) for Friday, November 29</p> |  |
| <b>22.</b>                | <ul style="list-style-type: none"> <li>Return first draft of Essay B</li> <li>Consultation and Revision of Essay B</li> </ul> <p>Homework: (1) Complete Draft 2 of Essay B and (2) Read Purpose Clauses</p>  |  |
| <b>23.</b>                | <ul style="list-style-type: none"> <li>Purpose and Contrast Clauses: Review and Exercises (handout)</li> </ul> <p>Homework: Prepare for test over all sentence structure</p>   |  |
| <b>24.</b>                | <ul style="list-style-type: none"> <li>Review of sentence structure</li> <li>Sentence structure test</li> </ul> <p>Homework: Read Appendix A, Writing Titles</p>   |  |
| <b>25.</b>                | <ul style="list-style-type: none"> <li>Title Writing: Review and Exercises</li> <li>Review of all aspects of Essay</li> </ul> <p>Homework: Prepare for in-class essay writing</p>  |  |
| <b>26.</b>                | <ul style="list-style-type: none"> <li>In-class essay writing (Essay C)</li> </ul> <p>Homework: prepare for comprehensive exam</p>   |  |
| <b>27.</b>                | <ul style="list-style-type: none"> <li>Comprehensive Exam</li> <li>Review for final exam</li> </ul>  |  |
| <b>28.</b>                | <ul style="list-style-type: none"> <li>Return Essay C with feedback</li> <li>Consultation and Revision of Essay C</li> </ul>   |  |
| <b>29.</b>                | <ul style="list-style-type: none"> <li>In class essay: practice for final exam</li> </ul>  |  |
| <b>30.</b>                | <ul style="list-style-type: none"> <li>return and go over practice essay</li> </ul>  |  |
| <b>Final Exam Week 16</b> | <ul style="list-style-type: none"> <li>Final Writing Assignment</li> </ul>   |  |

## Required Materials

Students should bring the following materials to each class meeting:

- The MIC Writing Handbook
- A good bilingual dictionary
- Loose leaf B5 or A4 paper
- A folder with all of your class materials
- Your tablets

## Class Policies

Late assignments may be penalized, and very late assignments will not normally be accepted.

When submitting paper revisions, students should always submit all earlier versions together with the latest revision.

Students are expected to use English in class at all times. However, if you do not know how to say a word in English, you can ask, “how do you say ~ in English?” Also, if you need to explain an English word to a classmate, you can say, “~ means ~ in Japanese”.

## Preparation and Review

- Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.
- “I was absent” is not an excuse for not completing assignments. If students miss a class, they should be sure to talk with your classmates first to find out what they have missed, then contact the teacher.
- If students do not understand anything at any time, it is their responsibility to ask questions. If they do not ask questions, the teacher will assume they understand everything.
- After each class period, students are expected to review all of the material covered in class. Sometimes, quizzes covering the content of the MIC Writing Handbook, class handouts, and targeted vocabulary items will be given.

## Working On Moodle

Moodle is a big part of this course. ALL class materials are on Moodle. Therefore, if you miss a class, you can find the materials on Moodle.

Also, writing assignments will often be submitted for grading on Moodle. Therefore, you need to log in at least once a week and check homework assignments.

You will be asked to comment and read other students’ work on Moodle. Therefore, it is important that you submit all work to Moodle and save it to your Mahara portfolios.

## Grade

This course grade will be determined by the following criteria:

|     |                          |
|-----|--------------------------|
| 10% | Timed Writing Work       |
| 40% | Homework and classwork   |
| 20% | Moodle Participation     |
| 30% | Final writing assignment |

Participation is also taken into consideration after the grade has been calculated according to the criteria above. Students with very good participation may receive a boost of up to 10 points in the final grade. Similarly, students who do not participate much in class may lose up to 20 points on the final grade.

## **Methods of Student Feedback**

In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.”

## **Diploma Policy Standards Satisfied by Course Objectives**

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

Diploma Policy Objectives (School of International Liberal Arts)

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

## Academic Writing Rubric

|     | <b>Organisation</b><br>Think about:<br>- <b>Coherence</b><br>- <b>Structure</b>  | <b>Vocabulary</b><br>Think about:<br>- <b>Variety</b><br>- <b>Control</b>                      | <b>Grammar</b><br>Think about:<br>- <b>Range</b><br>- <b>Accuracy</b>                             | <b>Content</b><br>Think about:<br>- <b>Relevance</b><br>- <b>Supported and developed ideas</b>    |
|-----|--|--|---|---|
| 0-5 | No coherence or organization, unconnected sentences which communicate little   | Demonstrates minimal word knowledge  | Phrases or sentences produced, but many inaccuracies make message/writing difficult to understand | A list of sentences with no logical connection and/or are irrelevant                              |
| 6   | Some attempt to organize information but with little connection between ideas apparent   | A limited variety of vocabulary, <b>or</b> little control                                      | Inadequate range of grammar used repetitively or inaccurately                                     | Ideas lack relevance or connection, and are not developed or supported                            |
| 7-8 | Obvious attempts to organize information though sometimes the lack of coherence creates ambiguity  | Uses an adequate variety of vocabulary with moderate control                                   | An adequate range of grammar used, with inaccuracies that impede the understanding of sentences   | Ideas are connected, relevant, but are not supported or developed                                 |
| 9   | The writing displays a command of organizational structure which enables the message to be followed, but displays some repetition and rigidity | Uses a wide variety of vocabulary but there are some inaccuracies in word choice and formation | An adequate range of grammar but occasionally accuracy affects the understanding of sentences     | Ideas are connected and relevant. They are supported, but the support could be developed further. |
| 10  | The writing displays a coherent organizational structure which enables the message to be followed effortlessly                                 | Uses a wide variety of vocabulary with accuracy and control                                    | A wide range of grammar used accurately   | The ideas are relevant, well supported and developed  |