

**Miyazaki International College**  
**Academic Writing 2 Course Syllabus**

**Fall 2018**

<b>Course Title (credits)</b>	AWR2 Academic Writing 2 (2 credits)
<b>Course Designation for TC</b>	Discipline-related course
<b>Instructor</b>	Brendan Rodda
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<b>Office hours</b>	Tue, 3.30pm-5.00pm; Thurs, 12.30pm-2.00pm

**Course 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 and 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:**

Writing skills:

- Further develop skill in writing well-structured paragraphs with good cohesion
- Develop skill in writing five-paragraph essays, specifically essays in the informative, persuasive and cause/effect rhetorical modes.
- Increase writing fluency

Grammar skills:

- Improve understanding and production of compound and complex sentences
- Improve understanding and production of several common clause types
- Improve understanding and production of basic adjective clauses
- Improve understanding and production of conjunctive adverbs
- Improve understanding and production of noun phrases with embedded prepositional phrases

Teacher certification attainment objectives:

- 4) To be able to write English to suit the purpose, scene and situation, etc., for various different themes.
- 5) To be able to execute language activities that integrate multiple themes.

<b>Tentative Course Schedule</b>		
<b>Lesson</b>	<b>Topic</b>	<b>Content/Activities</b>
1	Course Introduction	Read syllabus; introductory activities; timed writing
2		Overview of topics; review of Academic Writing 1 (TC obj.5)
3	Topic 1: Paragraphs	Paragraph structure; copywork; paragraph analysis
4		Writing process; write paragraph; grammar study
5		Timed writing; copywork; write paragraph (TC obj.4)
6		Paragraph review; write paragraph; grammar study
7	Topic 2: Informative Essay	Timed writing; basic essay structure; copywork
8		Analysis of essay structure; essay-writing process; begin Essay 1; grammar study (TC obj.4)
9		Timed writing; copywork; continue essay (TC obj.4)
10		Complete essay draft; peer feedback; submit essay
11		Timed writing; copywork; grammar study
12		Essay feedback; final draft of Essay 1 (TC obj.5)
13	Review	Submit final draft of Essay 1; review Topics 1 and 2
14		Review grammar study
15	Topic 3: Cause/Effect Essay	Timed writing; copywork; review basic essay structure; introduction to cause/effect essay
16		Begin Essay 2; grammar study (TC obj.4)
17		Timed writing; copywork; continue Essay 2 (TC obj.4)
18		Complete essay draft; peer feedback; submit essay
19		Timed writing; copywork; grammar study
20		Essay feedback; final draft of Essay 2 (TC obj.5)
21	Topic 4: Persuasive Essay	Submit final draft of Essay 2; timed writing; copywork; introduction to persuasive essays
22		Begin Essay 3; grammar study (TC obj.4)
23		Timed writing; copywork; continue Essay 3 (TC obj.4)
24		Complete essay draft; peer feedback; submit essay
25		Timed writing; copywork; grammar study
26		Essay feedback; final draft of Essay 3 (TC obj.5)
27	Review	Submit final draft of Essay 3; review Topics 3 and 4
28		Review of grammar study
29	Exam preparation	Timed writing; practice essay in class (TC obj.4,5)
30		Essay feedback; review of course grammar
	Final Exam	Essay; grammar; writing fluency assessment

**Required Materials:**

Handouts will be provided to students in each lesson. Students should bring:

- loose-leaf paper to take notes
- a folder for their handouts and notes
- the MIC Writing Handbook
- the textbook *Grammar in Use Intermediate*
- dictionary

**Course Policies**

A student who misses more than five lessons will not be able to pass the course. If an absence is officially excused (i.e. the student has a doctor's note or some other legitimate reason for being absent), it is not counted as an absence. The maximum number of officially excused absences is three. You should keep in mind that if you are late to class three times, this counts as one absence.

If you are absent from a lesson, please contact me to find out what was studied in the lesson and what the homework assignment is.

Homework assignments that are submitted late will lose 10% of the maximum score for each day that they are late. For example, if an assignment that would normally be worth a score of 8 out of 10 is submitted two days late, the final score will be 6 out of 10.

**Class Preparation and Review**

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing homework.

**Grades and Grading**

Writing assignments.....	50%
Final exam.....	20%
Homework.....	10%
Timed writing.....	10%
Participation.....	10%

**Methods of Feedback**

Students will receive written comments and a score for their assignments within two weeks of submission.

**Diploma Policy Objectives**

Work in this course helps students to achieve the following diploma policy objectives:

- Advanced communicative proficiency in English
- The ability to understand and accept different cultures

## Academic Writing Rubric

	<b>Organisation</b> Think about: - <b>Coherence</b> - <b>Structure</b>	<b>Lexis</b> Think about: - <b>Variety</b> - <b>Control</b>	<b>Grammar</b> Think about: - <b>Range</b> - <b>Accuracy</b>	<b>Content</b> Think about: - <b>Relevance</b> - <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