

Miyazaki International College
Course Syllabus
Autumn 2018

Course Title (Credits)	AW2-TC b (2 credits)
Course Designation for TC	Discipline related course
Language Teacher	
Instructor	Ellen Head
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Office hours	Tuesday 1.00-2.30, Thursday 12.20-1.00, Thursday 1.30-2.30

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 well-organized paragraphs with a 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

MEXT Attainment Objectives

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

Course Schedule

(Please note that the order and exact dates are subject to change)

Day	Topic	Content/Activities
1	Course Introduction	Course outline and objectives, timed writing, writing for a purpose and audience, introduction to UN goals for sustainable development, process writing review. (TC program objective 1)

2	Writing with a purpose	Looking at examples of writing to identify purpose and audience. Writing a story about the cause of an accident (TC program objective 1, 2)
3	Comparison and contrast	Review process writing and basic grammar. Simple and compound sentences. Writing about transport in cities, comparison and contrast/opinions about two cities(TC program objective 2)
4	Pre-writing and planning	Quiz Pre-writing to generate ideas: planning a paragraph or essay. Questions for comparing two countries or cultures (TC program objective 1)
5	Timed writing	Developing fluency by timed writing; comparing and using metaphors (TC program objective 1)
6	Paragraph organization	Planning and writing a paragraph with a topic sentence and supporting details. Comparison and contrast. Editing for grammatical accuracy Using a correction code (TC program objective 2)
7	Cause and effect essay	Cause and effect paragraph; global problems and local solutions (TC program objective 2)
8	Paragraph development	Planning and writing a paragraph with a topic sentence and supporting details. (TC program objective 2)
9	Timed writing	Developing fluency by timed writing: Topic: beliefs, the supernatural, ghosts and UFOs(TC program objective 1)
10	Planning a paragraph Who is the reader?	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
11	Paragraph development	Writing a paragraph with a topic sentence and supporting details (TC program objective 2) Comparison and contrast
12	Paragraph development	Editing a paragraph to improve the content: formal writing (TC program objective 2) Comparison and contrast
13	Summarizing and paraphrasing	Writing a summary/ paraphrasing and summarizing skills (TC program objective 1, 2)
14	Writing at length	Planning and writing an essay with three paragraphs: introductory paragraphs; Topics: solving world problems example education, poverty (TC program objective 1, 2)
15	Writing at length	Planning and writing an essay with three paragraphs: body paragraphs Topics: solving world problems example education, poverty (TC program objective 1, 2)
16	Timed writing	Developing fluency by timed writing (TC program objective 2) Topics: solving world problems example the environment
17	Writing at length	Planning and writing an essay with three paragraphs: concluding paragraphs Topics: solving world problems example alternative energy, fair trade (TC program objective 1, 2)
18	Editing your essay	Editing your essay for grammatical accuracy, paragraph organization and content (TC program objective 2)
19	Writing a persuasive essay	Writing a body paragraph with a counter argument (TC program objective 1) For example, robots working as nurses, future of humans living in space
20	Writing a persuasive essay	Organizing a persuasive essay; use of complex sentences and sign-posting (TC program objective 2)
21	Timed writing	Developing fluency by timed writing; writing a good conclusion (TC program objective 1)
22	Problems and solutions	Structures for expressing problems and solutions (TC program objective 2)
	CHRISTMAS AND NEW YEAR HOLIDAYS!	<i>HAPPY NEW YEAR :)</i>

23	Problems and solutions	Structures for expressing problems and solutions; writing a good opening (TC program objective 2)
24	Writing a report on a survey	Reporting on a survey using paragraphs and paragraph headers (TC program objective 1, 2)
25	Writing a report on a survey	Reporting on a survey using paragraphs and paragraph headers (TC program objective 1, 2)
26	Timed writing	Developing fluency by timed writing (TC program objective 1): global issues theme for example, reflecting on the past and future of women
27	Developing a longer essay	Planning a 5 paragraph essay (TC program objective 1, 2) Reflecting on your progress and making a portfolio, writing a reflection
28	Review and timed writing	Timed essay writing practice (TC program objective 1, 2)
29	Review and timed writing	Structure review; write reflection and hand in portfolio (TC program objective 2)
30	Exam Review	Timed essay writing practice (TC program objective 2)
Exam week	Final Exam	reading & vocabulary exams

Required Materials:

- Textbook as prescribed by the teacher
- MIC Writing Handbook
- A4 writing paper, pens, pencils
- 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

Course Policies (Attendance, etc.)

Attendance

You will not get any points for attendance because it is expected that you will attend 100% of classes. It is important to be on time. Students who are 5 minutes late or more may not be recorded as present for the class. If you are absent for more than 4 sessions without a doctor's certificate or other official evidence, you will have to take the course again.

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.)

Assignment Submission

- Follow the teacher's instructions carefully in terms of the length of the assignment and make sure you understand if the assignment needs to be handwritten or wordprocessed and uploaded to Moodle. If you are not sure how to do the assignment, ask the teacher in class or in the office hour!
- Be sure to write your full name in English, your student number, the teacher's name, the date, a title, and the page number and exercise of the assignment if appropriate.
- Late assignments (drafts to the teacher) may result in a lower score, so please submit your writing 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.
- 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.

Grades and Grading Standards

Participation – 10%

Participation refers to being prepared and being active in class.

Journal – 20%

Several times a week you will be required to write a journal entry, choosing from whatever subject you desire, possibly from a list of topics provided. These will be checked several times a semester for quantity, but your entries will be neither graded nor edited. The purpose of the journal is for you to gain fluency in writing; how correctly you write in English is less important. You will also be expected to regularly comment on your peers' work.

Homework and writing assignments – 50%

You will have writing assignments after almost every class. Sometimes these assignments will be peer-edited before submitting to the teacher. For major assignments you will be expected to submit two or even three drafts on-line (with later drafts including corrections and improvements suggested by the teacher). From time to time there may also be quizzes, handouts, and Moodle assignments. You will receive a grade for each of these assignments based on the draft you initially submit to the teacher and bonus points for improving it. The teacher will edit these assignments, and you are expected to submit a final copy with previous edits. Please keep all your work. At the end of the term you will make a portfolio (a selection of your best work ON PAPER and work that shows your progress, both on paper and digitally) so you need to keep some of the early work and show how you improved.

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.

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	Awareness of Current Events & Global Issues					
	Reading					
English Language Ability	Writing	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Oral Communication					
	Reading					
Japanese Language Ability	Writing	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Oral Communication					
	Reading					