**Miyazaki International College**

**Course Syllabus**

**Spring 2019**

|  |  |
| --- | --- |
| Course Title (Credits ) | Academic Writing 1 (AW1-2) (2 credits) |
| Course Designation for TC |  |
| Content Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |
| Language Teacher | |
| Instructor | Hugh Nicoll |
| E-mail address | hnicoll@sky.mic-miyazaki-mic.ac.jp |
| Office/Ext | 1-401 Ext 3726 |
| Office hours | Tuesdays 2:30-4:30, Thursdays 3-4 or by appointment |

|  |  |  |
| --- | --- | --- |
| Course Description: | | |
| This first 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 correct simple, compound and complex sentences through to writing cohesive paragraphs. It aims to help students 1) develop writing fluency 2) write clear, focused, and well-organized sentences and paragraphs. Once students arrive at the point where they are writing paragraphs, they will work on developing a topic sentence, supporting their ideas and writing conclusions. The concept of plagiarism will be introduced. | | |
| Course Objectives: | | |
| By the end of the course, students will be able to…   * Differentiate between academic and non-academic writing styles * Demonstrate familiarity with basic rhetorical styles * Develop and use a process approach to writing * Narrow topics, brainstorm, plan, and organize paragraphs * Produce well-structured paragraphs that include clear topic sentences; support in the form of examples, details, and explanations; and concluding sentences that either restate the topic sentence or summarize the paragraph * Arrange support of topic sentences chronologically or according to topic as appropriate * Show understanding of parts of speech, coordinators and subordinators, compound sentences, adverbial clauses, conjunctive adverbs, and prepositional phrases, and other grammatical structures (as prescribed in the MIC Writing Handbook) by writing original sentences that make use of the structures * In paragraph format, be able to: describe, narrate a story, support and opinion, compare/contrast, explain a problem/solution. * Use precise and appropriate vocabulary as well as grammatical forms such as cohesive structures (pronouns, repetition of key nouns, synonyms, etc.) and transitional devices that will create unity in written work at the paragraph level * Identify relevant as well as irrelevant information in their own writing in order to support topic sentences * Edit and revise their own work and the work of peers * Demonstrate increased writing fluency through regular journaling and timed writing activities (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) | | |
| Course Schedule (subject to change) | | |
| **Day** | **Topic** | **Content/Activities** |
| 1 | Course introduction | **Course Introduction**; Review of Syllabus, course expectations, and materials needed;  **Grammar and Parts of**  **Speech** Review  Group-work and Pair-work |
| 2 | Editing and Self-Editing  Grammar and Parts of  Speech Review  Timed Writing 1 | **Correction Guide** and Practice editing.  Basic Grammar review of Semester 1 points.  Cinquain Poems: Spring  Think-group-share, Creative Writing  *Learning Objective: Fluency #1* |
| 3 | Parts of Speech 1 | Identifying and giving examples of parts of speech of words in a sentence (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions).  Think-Pair- Share |
| 4 | Parts of Speech 1  Pre-writing  Journal Writing | Identifying and giving examples of parts of speech of words in a sentence (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions).  Creative Writing |
| 5 | Sentence Types | Simple sentences, S-V agreement & the BE verb.  Think Pair Share |
| 6 | Sentence Types  Journal Writing | Simple sentences. Link verbs. Adverbial phrases of place.  Creative Writing / Reflection |
| 7 | Sentence Types  Timed Writing 2 | Simple sentences. The HAVE verb. Describing people.  Fluency / Reflection. |
| 8 | Sentence Types | Compound sentences. Produce properly punctuated sentences which use the coordinators <and, but so, or> to connect up to three clauses in a compound sentence. |
| 9 | Sentence Types  Journal Writing | Compound sentences. Produce properly punctuated sentences which use the coordinators <and, but so, or>. Adjective order. Reflection / Creative Writing |
| 10 | Sentence Types  Timed Writing 3 | Complex sentences. Produce properly punctuated, meaningful sentences with the following subordinators: although, because, after, before, when, while.  Reflection / Fluency |
| 11 | Review | Review.  Think -Pair- Share / Reflection |
| 12 | Paragraph pre-writing  Journal Writing | Choosing and narrowing a topic, brainstorming methods. Editing brainstormed topic(s).  Reflection / Creative Writing |
| 13 | Paragraph structure  Timed Writing 4 | Paragraph definition and parts. Paragraph format.  Reflection / Fluency  Draft #1 Due |
| 14 | Paragraph structure | Identifying and writing a topic sentence, supporting sentences & the concluding sentence.  Draft #2 Due  Correction/ Think-Pair-Share / |
| 15 | Paragraph development  Timed Writing 5 | Methods of paragraph support and development, writing supporting & concluding sentences.  Reflection / Fluency  Final Draft. |
| 16 | Paragraph development | Peer editing. : Think -Pair -Share |
| 17 | Descriptive paragraphs  Journal Writing | Organizing and writing descriptive paragraphs using adjectives and prepositions of location.  Think-Pair Share / Creative Writing  Draft #1 Due |
| 18 | Descriptive paragraphs  Timed Writing 6 | Using connecting words and phrases to write a paragraph that describes a process.  Reflection / Fluency  Draft #2 Due |
| 19 | Narrative paragraphs | Organizing and writing narrative paragraphs using adjectives, adverbs and time expressions.  Reflection / Think Pair Share  Final Drafts |
| 20 | Narrative paragraphs  Journal Writing | Using connecting words and phrases to write a paragraph that tells a story.  Think Pair Share / Creative Writing / Reflection |
| 21 | Opinion paragraphs  Timed Writing 7 | Distinguishing between fact and opinion, organizing and writing paragraphs expressing opinions and arguments.  Reflection / Fluency  Drafts #1 Due |
| 22 | Opinion paragraphs | Using transitional words and phrases to express causality, using modal expressions to make recommendations.  Draft #2 Due |
| 23 | Opinion paragraphs  Journal Writing | Peer editing and revision.  Reflection / Creative Writing  Final Drafts |
| 24 | Compare/Contrast paragraphs  Timed Writing 8 | Organization methods for compare / contrast paragraphs.  Think Pair Share / Reflection / Fluency |
| 25 | Compare/Contrast paragraphs | Connecting words and phrases used for compare / contrast paragraphs.  Draft #1 Due. |
| 26 | Compare/Contrast paragraphs  Journal Writing | Writing about advantages and disadvantages of a topic.  Draft #2 Due |
| 27 | Problem/solution paragraphs  Timed Writing 9 | Using conditionals to write about problem / solution paragraphs.  Reflection / Fluency  Final Drafts Due |
| 28 | Problem/solution paragraphs  Journal Writing | Writing a two-paragraph paper with linking phrases.  Reflection / Peer Editing / Creative Writing |
| 29 | Problem/solution paragraphs  Timed Writing 10 | Peer editing and revision. Timed writing.  Reflection / Fluency |
| 30 | Exam review  Journal Writing | Preparation & practice for final exam.  Group- work / Think-Pair-Share / Creative Writing |
| Exam week | Final Exam | reading & vocabulary exams. |
|  | | |
| Required Materials: | | |
| * Textbook as prescribed by the teacher * MIC Writing Handbook * A4 writing paper, colored pens or highlighters, pencils / A4 notebook (erasable highlighters and pens recommended) * 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); tablets can be borrowed from the university. | | |
| **Course Policies (Attendance, etc.)** | | |
| **Attendance**  You will not get any points for attendance because it is expected that you will attend 100% of classes. However, you will be subtracted 1% from your final grade after 1 unexcused absence. When you are absent, **it is your responsibility** to complete missed homework and assignments. In other words, do not depend on the teacher to contact you and tell you what you need to do. **You must ask and be proactive**. Late assignments will be penalized 20% regardless of attendance. Assignments submitted more than 2 weeks late will not be graded and will receive 0 marks. Exceptions will be made for “excused absences.” In these cases full marks are possible. However, e**xcused absences must follow university regulations and proper paperwork must be filed. If a student has more than 4 unexcused absences, he or she may be asked to withdraw or fail the course.**  **Academic Honesty**  You are not allowed to use translation software or Internet translation sitesin 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, 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. * Late assignments (drafts to the teacher) may result in a substantial reduction to your 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. 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. | | |
| **Grades and Grading Standards** | | |
| **Participation – 5%**  Participation refers to being prepared, turning assignments in on time and being active in class. You will not be able to pass this course by simply attending class.  **Journal – 15%**  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 not be graded on quality. The purpose of the journal is for you to gain fluency in writing. A number of entries will also be to encourage creative thinking skills. In addition, you will also be expected to regularly comment on your peers’ work.  **Homework – 10 %**  Textbook and Grammar Exercises. Minor writing assignments.  **Mid-term Exam – 5%**  A mid-term writing exam will be administered in class to practice graded essay writing within a time limit.  **Timed Writing – 5%**  Timed writing is a practice to increase fluency writing. Students are expected to aim to write a set number of words within a set time. Grammar and Spelling are not graded and the goal is to write as much as you can, in a natural way without worrying about making mistakes.  **Main writing assignments and quizzes –40%**  You will have 4-5 (and possibly more) main writing assignments throughout the semester. You will be expected to display all steps of process writing for these assignments. This includes planning: brainstorming and outlining and drafts, which you will be expected to edit according to the correction guide and suggestions provided by your teacher. Failure to make efforts to address these problem areas will result in a lower grade on the final work. Students should remember they are not only being graded on the final work but on the ***process*** of learning to write academic essays. From time to time there may also be quizzes which will be included in this grading category. Sometimes, you may be asked to peer-edit before submitting drafts or assignments to the teacher.  **Final Exam – 20%**  The final exam will take place during exam week. The exam will measure specific grammar, sentence writing and essay writing skills. Further 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** アカデミック・ライティング採点基準2014年

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **構成 チェック項目: 一貫性 構造** | **page42image5790256**  **語彙表現 チェック項目: 多様性 適切さ**  **page42image5791296** | **文法事項 チェック項目: 幅広い知識 正確さ** | **page42image5791920page42image4984208**  **内容 チェック項目: 関連性 サポートと発展**  **page42image5793168page42image5793584** |
| 0-5 | 一貫性がなく構成も 未熟である。 文章間に結びつきが 見られず書き手の意 図が理解できない。 | 最低限の語彙知  識しか持ってい  ない。 | 句や文章を書くこ  とは出来るが間違  いが多いため書き  手の意図が理解で  きない。 | 文章が羅列されて  いるだけで、論理  的一貫性と関連性  の両方(もしくは  どちらか)に欠け  る。 |
| 6 | 情報をまとめようと いう意図はいくらか 感じられるが、アイ ディアごとのつなが りが殆ど見られな い。 | 限られた範囲の 語彙知識はある が、それを適切に 使用できない。 | 限られた文法項目  が繰り返し使用さ  れたり、間違って  使用されたりして  いる。 | 文章が関連性また  はつながりに欠  け、発展やサポー  トが見られない。 |
| 7-8 | 情報をまとめようと いう意図がはっきり 見られるが、一貫性 に欠ける部分がある ため意味が不鮮明に なる。 | page42image5801072  適切な語彙知識 を持ち、ある程度 それを使いこなすことができる。 | 十分な範囲の文法  項目が使用されて  いるが、誤った使  用のため文章理解  の妨げとなる。 | page42image5802736page42image5803152  文章は関連性を持  って構成されてい  るが、発展やサポ  ートは見られな  い。 |
| 9 | しっかりと文章を構 成することができ書 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  を持っているが、  語彙の選択や形  式において不適  切な使用がたま  に見られる。 | 十分な範囲の文法  項目が使用されて  いるが、誤った使  用のため文章理解  の妨げとなる場合  がたまにある。 | 文章は関連性を持  って構成されてい  る。サポートも見  られるが、メイ  ン・アイディアの  発展が見られな  い。 |
| 10 | 一貫性のある構成を 持ち書き手の意思が スムーズに読み手に 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  できる。  page42image5809184 | 十分な範囲の文法  項目が正確に使用  されている。 | 文章は関連性があ  り十分にサポート  され尚且つ発展も  みられる。  page42image5810848 |