Miyazaki International College

Course Syllabus

Spring 2020

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| **Course Title** | Academic Writing 1 (AW1-1) (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** | Craig Yamamoto |
| **E-mail address** | [cyamamoto@sky.miyazaki-mic.ac.jp](mailto:cyamamoto@sky.miyazaki-mic.ac.jp) |
| **Office/Ext** | 1-328 / 3769 |
| **Office hours** | Tuesday 13:00-16:00 |

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| **Course Description:** |
| This first semester writing course for freshmen introduces the genre of academic writing at the paragraph level. It is designed to take students from writing cohesive sentences to focused, well-organized, and well-supported paragraphs. Types of paragraphs likely to be covered in the course are descriptive paragraphs, narrative paragraphs, compare/contrast paragraphs, opinion paragraphs, and problem-solution paragraphs. In a process approach to writing, students will learn about brainstorming and outlining. Time and level permitting, they may also be introduced to writing basic 5- paragraph essays. The concept of plagiarism will be introduced. 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. |
| **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) |

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| **Course Schedule (subject to change)** | | |
| **Day** | **Topic** | **Content/Activities** |
| 1 | Course introduction | Introductions; Course outline and objectives; Expectations; Syllabus Diagnostic Writing Activity |
| 2 | Writing sentences | Simple sentences and paragraph form; Using capital letters |
| 3 | Writing sentences | The writing process; Writing in the first person |
| 4 | Parts of speech | Titles; Subject and object pronouns; Possessive adjectives; Compound sentences with *and*, *but* |
| 5 | Paragraph Writing | Parts of a paragraph; Simple present tense; *Wh-* questions; *Yes/No* questions |
| 6 | Paragraph Writing | Identifying parts of a paragraph; Reviewing the writing process |
| 7 | Organizing an idea | Time-order paragraphs; Imperatives; time-order signal words; |
| 8 | Organizing an idea | Time-order paragraphs; prepositions of time; frequency adverbs |
| 9 | Organizing an idea | Paragraph unity; Using *before* and *after*; Using and, but, so, or |
| 10 | Organizing an idea | Writing titles for paragraphs; Review the parts of a paragraph and organizing ideas |
| 11 | Review | Organizing an idea; Making use of the writing process |
| 12 | Descriptive paragraphs | Supporting a topic sentence with details; Present progressive tense |
| 13 | Descriptive paragraphs | Supporting a topic sentence with examples |
| 14 | Descriptive paragraphs | Brainstorming vs. Clustering; Describing people |
| 15 | Descriptive paragraphs | Supporting a topic sentence with examples; Giving details; Order of adjectives |
| 16 | Descriptive paragraphs | Space-order paragraphs; Prepositions of place; *There is* / *There are*; Describing places and things |
| 17 | Review | Review descriptive paragraphs |
| 18 | Narrative paragraphs | Simple past tense; *Yes/No* questions; *Wh-* questions; Writing about personal experiences |
| 19 | Narrative paragraphs | Writing a biography; Writing an autobiography |
| 20 | Narrative paragraphs | Telling a story |
| 21 | Opinion paragraphs | Order of importance; Giving an opinion and advice using *should* |
| 22 | Opinion paragraphs | Using reasons; Run-on sentences |
| 23 | Review | Review opinion paragraphs |
| 24 | Compare/Contrast paragraphs | Sentence patterns of comparison; Single words of comparison; Topic sentences for comparison paragraphs |
| 25 | Compare/Contrast paragraphs | Sentence patterns of contrast; Single words of contrast; Topic sentences for contrast paragraphs |
| 26 | Review | Review Compare/Contrast paragraphs |
| 27 | Problems and solutions | Complex sentences with *because* and *since*; Signal words showing cause |
| 28 | Problems and solutions | Complex sentences with *because* and *since*; Signal words showing effect |
| 29 | Review | Review Problems and solutions |
| 30 | Exam review | Preparation & practice for final exam. |
|  | Final Exam | Reading & vocabulary exams |

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| **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.co.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.  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 printed from a computer. Keep backups! Handwritten work might not be accepted. * 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 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. * 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. |

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| **Grades and Grading Standards:** |
| Participation – 10%  Participation refers to being prepared and being active in class.  Journal – 20%  You will be required to write a journal, possibly from a list of topics provided. These will be checked several times a semester. The purpose of the journal is for you to gain fluency in writing; how correctly you write in English is less important. You may be asked to comment on your classmates’ 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. The assignments may or may not be edited by the teacher, but you will often be expected to submit drafts and final work (possibly online). There may be quizzes, handouts, and Moodle assignments. These assignments might be peer-edited before submitting to the teacher. You will receive a grade for each of these assignments based on the draft you initially submit to the teacher. The teacher will edit these assignments, and you are expected to submit a final copy with previous edits.  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. |