Miyazaki International College

Course Syllabus

Autumn 2021

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| Course Title ( Credits ) | AW2-5 |
| Course Designation for TC | Discipline related course |
| Language Teacher | |
| Instructor | Anne Howard |
| E-mail address | ahoward@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-304/ Ext. 3723 |
| Office hours | Monday and Wednesday 4:15-5:15.  This semester I will be having student hours on Zoom. I will begin a Zoom meeting at 4:15 on Monday and Wednesday. If you would like to meet with me, click on the link in our Moodle at that time. If you need to meet outside these hours, send me an email to make an appointment. |

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| 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: | | |
| * Students will better understand differences between academic and non-academic writing styles. * Students will write well-structured five-paragraph essays (Persuasive Essays & Compare/Contrast Essays) * Students will write longer, more complex sentences using newly introduced clauses.   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, review sentence patterns. (TC program objective 1) |
| 2 | Comparison and contrast | Review process writing and basic grammar. Simple and compound sentences. Begin compare and contrast writing. (TC program objective 1, 2) |
| 3 | Comparison and contrast | Journal. Continue compare and contrast: grammar and paragraph structure(TC program objective 2) |
| 4 | Comparison and contrast | Review paragraph structure. Practice writing comparison and contrast paragraph(s) |
| 5 | Comparison and contrast | Timed writing. Individually writing comparison and contrast paragraph. (TC program objective 1) |
| 6 | Comparison and contrast | Peer editing of comparison and contrast paragraph. (TC program objective 2) |
| 7 | Essays | Journal. Thesis statements and introduction paragraphs. |
| 8 | Essays | Practice thesis statements (TC program objective 1, 2) |
| 9 | Essays | Timed writing. Thesis statements and introductory paragraphs (TC program objective 1, 2) |
| 10 | Essays | Body and concluding paragraphs (TC program objective 1, 2) |
| 11 | Compare and contrast essay | Journal. Begin brainstorming for compare and contrast essay. (TC program objective 2) |
| 12 | Compare and contrast essay | Peer evaluation: Thesis statement and outline. Write introduction |
| 13 | Compare and contrast | Peer editing: introduction. Write first draft (TC program objective 1, 2) |
| 14 | Compare and contrast | Journal. Begin persuasive essay. (TC program objective 1, 2) |
| 15 | Compare and contrast | Peer review of essay. (TC program objective 1, 2) |
| 16 | Persuasive essay | Timed writing. Persuasive essay: language and grammar. (TC program objective 2) |
| 17 | Persuasive essay | Language and grammar continued, brainstorming for an essay. Compare and contrast essay draft due. (TC program objective 1, 2) |
| 18 | Persuasive essay | Journal. Brainstorming and making an outline. Hedging(TC program objective 2) |
| 19 | Persuasive essay | Adding an opposing opinion. (TC program objective 1) |
| 20 | Persuasive essay | Timed writing. Thesis statement and outline for peer review. (TC program objective 2) |
| 21 | Persuasive essay | Individual work on essay. (TC program objective 1) |
| 22 | Persuasive essay | Journal. Brainstorming and outlining; developing a counter-argument (TC program objective 2) |
| 23 | Persuasive essay | Outlining and preparation continued: expressing your opinion, hedging. (TC program objective 2) |
| 24 | Persuasive essays | Timed writing. Individual writing of persuasive essay (TC program objective 1, 2) |
| 25 | Persuasive essays | Grammar review (TC program objective 1, 2) |
| 26 | Persuasive essays | Journal. Peer review and self-editing of persuasive essay |
| 27 | Review | Grammar review for final . (TC program objective 1, 2) |
| 28 | Review | Essay practice for final exam (TC program objective 1, 2) |
| 29 | Review and timed writing | Practice for final exam (TC program objective 2) |
| 30 | Exam Review | Practice for final exam. (TC program objective 2) |
| Exam week | Final Exam | reading & vocabulary exams |
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| Required Materials: | | |
| * Textbook as prescribed by the teacher * A B5 notebook for timed writing * MIC Writing Handbook * A4 writing paper, pens, pencils * Japanese-English, English Japanese dictionary * 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 student to write your assignment or essay for you. * Having your paper edited or proofread by someone unless given permission by the instructor (eg. in-class peer editing). * 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   * **Most assignments should be uploaded to your Google Drive file.** * **Please divide your Google Drive file into sub-files: Journal, Homework, and Essays** * Be sure to write your full name in English, the date, a title, and the page number and exercise of the assignment if appropriate. * Make a new Google Doc for a revised assignment. * Make **another file** for your second draft and label it with the title: second draft * 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. * If you are absent **you must complete work you missed before the next class**. If this is not possible for some reason, please contact me. * 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. | | |
| Teaching Methods | | |
| Active Learning Teaching Strategy   * Think-pair-share most classes * Group work on questions most classes * Jigsaw activities class 3, 11, 16 * Written peer review class 6, 12, 13, 15, 26 * Symbolized paraphrase/summary class 3, 11, 16 * Self assessment class 6, 12, 13, 15, 26 * Written paraphrase and summary class 4, 12, 17 * Journal writing Every week | | |
| 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.  Note: 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 any time. | | |
| 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 | | |

**Rubric for Academic Writing (focus on paragraph writing)**

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| **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. |