Miyazaki International College

Course Syllabus

Fall 2020

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| **Course Title (credits)** | AWR2 Academic Writing 2 (2 credits) |
| **Course Designation for TC** | Discipline-related course |
| **Instructor** | Rebecca Schmidt |
| **E-mail address** | rschmidt@sky.miyazaki-mic.ac.jp |
| **Office/Ext** | Room 1-401; Ext. 3726 |
| **Office hours** | Tuesdays and Thursdays 3:00-4:30 or by appointment |

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| **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 problem/solution 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 |

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| **Tentative Course Schedule** | | |
| **Lesson** | **Topic** | **Content/Activities** |
| 1 | Course Introduction | Read syllabus; introductory activities; timed writing |
| 2 | Overview of topics; review of Academic Writing 1 |
| 3 | Topic 1: Paragraphs | Paragraph structure; copywork; paragraph analysis |
| 4 | Writing process; write paragraph; grammar study |
| 5 | Timed writing; copywork; write paragraph |
| 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 |
| 9 | Timed writing; copywork; continue essay |
| 10 | Complete essay draft; peer feedback; submit essay |
| 11 | Timed writing; copywork; grammar study |
| 12 | Essay feedback; final draft of Essay 1 |
| 13 | Review | Submit final draft of Essay 1; review Topics 1 and 2 |
| 14 | Review grammar study |
| 15 | Topic 3: Problem / Solution Essay | Timed writing; copywork; review basic essay structure; introduction to cause/effect essay |
| 16 | Begin Essay 2; grammar study |
| 17 | Timed writing; copywork; continue Essay 2 |
| 18 | Complete essay draft; peer feedback; submit essay |
| 19 | Timed writing; copywork; grammar study |
| 20 | Essay feedback; final draft of Essay 2 |
| 21 | Topic 4: Persuasive Essay | Submit final draft of Essay 2; timed writing; copywork; introduction to persuasive essays |
| 22 | Begin Essay 3; grammar study |
| 23 | Timed writing; copywork; continue Essay 3 |
| 24 | Complete essay draft; peer feedback; submit essay |
| 25 | Timed writing; copywork; grammar study |
| 26 | Essay feedback; final draft of Essay 3 |
| 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 |
| 30 | Essay feedback; review of course grammar |
|  | Final Exam | Essay; grammar; writing fluency assessment |

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| **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**

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|  | **Organisation** Think about: **- Coherence - Structure** | **Lexis** Think about: **- Variety - Control** | **Grammar** Think about: **- Range  - Accuracy** | **Content** Think about: **- Relevance - Supported and developed ideas** |
| 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, **or** 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 |