

Academic English (AE) III Spring 2017

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Classes: Three 90-min periods a week (Tue, Thu, Fri), Classroom: 207

This spring term course will reinforce and build upon the academic writing, grammar, and vocabulary skills that students developed in the Academic English I course offered in fall and the Academic English II course offered in winter. It will also create links with students' writing activities in their content courses, particularly their thesis/research report writing.

1. Course highlights

In this course, students will...

- Complete activities and assignments that will support writing needs in content courses (including thesis/research report writing),
- Learn how to structure different sections of a research paper and use appropriate vocabulary and grammar structures in those sections,
- Become familiar with basic documentation skills, and
- Further develop their English vocabulary and grammatical accuracy.

2. Organization of classes

Students will be divided into two sections, Section A and Section B. Students assigned to Section A will have classes on Tuesday, Thursday, and Friday mornings, while students assigned to Section B will have classes on Tuesday, Thursday, and Friday evenings. Lessons on Tuesday and Thursday will focus on writing, while Friday classes will focus on grammar.

Note: The Friday evening grammar class will be taught by Professor Ahmed.

	Tuesday	Thursday	Friday
8:50 – 10:20	Section A Instructor: Mondejar	Section A Instructor: Mondejar	Section A Instructor: Mondejar
18:00 – 19:30	Section B Instructor: Mondejar	Section B Instructor: Mondejar	Section B Instructor: Ahmed

3. Class size limit in ELP courses during the regular terms: Program statement

The ELP maintains a class size of around 15 for its regular term English language courses. The development of language skills, particularly the development of academic language skills, involves training and practice as well as knowledge transfer. The training and practice require opportunities for individual students to participate and interact in the classroom and receive a substantial amount of customized feedback. Individual tutorial sessions with the instructors provide opportunities for the discussion and revision of academic writing assignments. By maintaining a class size of around 15, the English language courses provide

effective opportunities to students for individual training, practice, and revision.

4. **Academic writing**

There will be in-class writing activities and take-home writing assignments.

A. **In-class writing activities**

Through in-class reading, discussion, and writing activities, students will learn how to:

- Structure different sections of a research paper
- Use appropriate vocabulary and grammatical structures in those sections
- Incorporate other studies in writing a research paper

Materials for these activities will be collected from business- and research-related reading materials (e.g., academic journal articles).

B. **Take-home writing assignments**

This course will have a flexible design in terms of writing assignments. These assignments will consist of:

- Short writing assignments (1 paragraph in length)
- Individual writing project (Minimum of 3 pages in length)

For the short writing assignments, students will write a paragraph, a short data commentary, and a short summary related to the topic of their individual writing project (detailed below).

Students will have three options to choose from for their individual writing project:

Option A: The individual writing project may focus on thesis/research report writing that a student is already engaged in (particularly applicable to students who will be studying at IUJ for only 1 year).

Option B: The short paper may focus on research plans that a student may wish to explore for his/her thesis writing. The student may write a research proposal or one chapter of his/her thesis.

Option C: The short paper may focus on the writing of one or more papers in content courses being taken during the Spring 2017 term.

Each writing assignment (both the short writing assignments and the individual writing projects) will consist of multiple drafts. The first draft of an assignment will be reviewed by other students in the class, who will provide the writers with feedback on how to improve their papers. Students are expected to use this feedback to revise their papers, and then submit them to the instructor. The instructor will also provide the writers with feedback for improvement, which students will use to further improve their paper for the final draft of an assignment.

5. Grammar

The Friday lessons will focus on improving students' grammatical accuracy in English. In particular, the following grammar modules will be covered in this class:

- A. Participles and Participial Phrases, *Longman Academic Writing Series 4*, Ch. 14; *The Essentials of English*, pp. 50-53
- B. Conditional Clauses, *Longman Academic Writing Series 4*, pp. 239-240; *The Essentials of English*, pp. 95-101

The instructors may also provide students with instruction on specific grammatical structures with which they struggle.

6. Vocabulary

In this course, students will utilize the online vocabulary learning platform Word Engine to improve the range of their English vocabulary as efficiently as possible. A tutorial on how to register for and use Word Engine will be conducted in the first week of classes. After the first week, students will be expected to use the platform to study vocabulary outside of class in their own time, and to meet weekly targets set by the course coordinator. The coordinator will monitor individual students' use of Word Engine throughout the term.

7. Individual tutorials

There will be up to three individual tutorial sessions. The first session will be held in weeks 2-3 to set up students' individual writing projects. The second tutorial session will be held in week 6 to assess students' mid-term performance in the course and their progress with the individual writing projects. The third session will be offered in week 9, before the final draft of the individual writing project is submitted. Prior to this final tutorial, your instructor will provide you with systematic feedback on the draft of your individual writing project. You are expected to go through the feedback carefully and use it to revised your project BEFORE the tutorial.

8. Course assessment system

	Component	% of Grade	Submission Date
1.	Short writing assignments	20%	Throughout Weeks 1-5
2.	Individual writing project	40%	Week 9
3.	In-class grammar tests	20%	Week 5 (Mid-term); Week 9 (Final)
4.	WordEngine goals	10%	Every week
5.	Attendance & participation	10%	Throughout term

9. Course policies/etiquette

- A. Attend classes regularly, come on time and prepared, actively participate in classroom activities, and positively contribute to the classroom environment.

- B. A pattern of late arrival to class will adversely affect your attendance/participation score.
- C. Do not be absent from classes. If your absence from a class is unavoidable, inform the instructor immediately.
- D. If your absence during the whole term exceeds 30% of the total required classes, a one-level lower grade may be given (e.g., a B+ may become a B).
- E. If your absence during the whole term exceeds 50% of the total required classes, an “F” may be given as the final grade.
- F. An act of plagiarism may result in an “F” grade and the matter being reported to the dean concerned.
- G. No make-ups for in-class tests will be given.
- H. Timely submission of papers is extremely important. If an assignment is not submitted by its deadline, it will adversely affect the total score for that particular assignment.

10. Textbooks and other materials

Students are required to purchase the following textbooks and materials for this class:

- A. *Longman Academic Writing Series 4: Essays* (5th Ed.) by Alice Oshima and Ann Hogue, Pearson, 2014
- B. *The Essentials of English: A Writer’s Handbook* by Ann Hogue, Pearson, 2003
- C. *Word Engine Access Card* (180-day period; Necessary for Word Engine registration)

The instructors will also use selected materials from other sources, including journal articles. These materials will be distributed to students in-class.

11. Cloud sharing platforms

The cloud platforms Google Drive and Google Docs will also be used in this class. Students will use these platforms to share their written assignments with their writing instructor, and the instructor will utilize them to provide feedback on students’ writing.

If you have any questions about the Academic English III course, please contact the Course Coordinator, Professor Mondejar, at mjm2229@iuj.ac.jp.