

**Course ID Number: LGC4030**  
**Course Title: Academic English III**

No. of Credits: 1

Graduate School of International Relations  
International University of Japan

Term: Spring 2011

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## **Course Introduction**

This spring term course will build upon the AEII course offered in winter. It will reinforce the skills learned during the winter term classes and further develop writing skills and basic grammatical/vocabulary accuracy. It will try to create links with students' writing activities in their content courses, particularly their thesis writing.

## **ACADEMIC ENGLISH (AE) III Spring 2011**

Instructor: Mohammed Ahmed, Tel: x422; e-mail: mkahmed@iuj.ac.jp

Classes: Three periods a week (+ individual tutorials), classroom 305

This spring term course will build upon the AEII course offered in winter. It will reinforce the skills learned during the winter term classes and further develop writing skills and basic grammatical/vocabulary accuracy. It will try to create links with students' writing activities in their content courses, particularly their thesis writing.

### **I. Course highlights**

- Assignments/activities to support writing needs in the content courses (including thesis/research paper writing)
- Focus on critical analysis skills
- Understanding of the types of information and organization in a research paper
- Focus on language expressions for these skills
- Basic documentation skills
- Development of vocabulary & basic grammatical accuracy

### **II. Organization of classes**

Students will be divided into two sections. Two periods will focus on writing and vocabulary. The third period will focus on grammar/vocabulary, in which students from both sections will be combined.

### **III. Schedule**

	Tuesday	Wednesday	Friday
8:50-10:20 AM	Section A	Section A	
6:00-7:30 PM	Section B	Section B	Sections A & B

### **III. Course activities/assignment**

The class will consist of in-class activities and take-home assignments.

#### **A. In-class writing activities/discussions**

The focus of in-class writing and discussion activities will be on "critical analysis." In other words, students will learn how to:

- Write about background, issues and purpose in a research paper
- Highlight important data/important points
- Incorporate other studies in writing a research paper

Materials for these activities will be collected from research type reading materials (e.g., from journal articles).

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In addition:

- Students will do short writing exercises. These exercises will help develop grammatical accuracy, precise vocabulary, and clear academic style.
- There will be a final in-class essay writing activity.

### **B. Take-home writing assignments**

These assignments will consist of:

- Short writing assignments (during selected weeks)
- Two papers

This course will have a flexible design in terms of writing assignments. Students will have three options to choose from for take-home assignments:

Option A: All the take-home writing assignments may focus on thesis writing that a student is already engaged in (particularly applicable to E-biz students.) Individual writing projects will be set up in week 2.

Option B: All the take-home writing assignments may focus on research plans that a student may wish to explore for his/her thesis writing. The student may write a research proposal. Individual writing projects will be set up in week 2.

Option C: All the take-home writing assignments may focus on the writing of one or more papers in one or more content courses being taken during the spring 2010 term.

### **Other take-home assignments:**

- Grammar and vocabulary exercises
- Preview of short reading materials for in-class discussions/exercises.

### **IV. Grammar/vocabulary classes:**

The combined classes will be devoted to grammar/vocabulary. It will focus on:

- Advanced sentence structures
- Further work on verb tense, modals, passive voice, and word combinations in phrases (e.g., verb + noun, noun + prepositions, etc.)
- Conditionals
- The vocabulary of structures, composition, causes, effects, etc.

The following materials will be used for these grammar/vocabulary classes:

- Chapter 15 (“Participial Phrases”), *Writing Academic English*.
- Pages 50-53 (“Connecting ideas by subordination”), *The Essentials of English*.
- Pages 90-100 (“Conditional Sentences”), *The Essentials of English*.
- Chapters 1 (“Including, Making up”) and 7 (“Causes and Effects”), *Building Academic Vocabulary*.
- Some materials for the grammar classes will also be taken from *Writing Clearly: An Editing Guide*.

An important focus of these classes will be on the language used in writing research papers.

**V. Individual tutorials:**

There will be three individual tutorial sessions. The first session will be held in weeks 2 and, if necessary, in week 3 to set up individual writing projects. The second tutorial session will be based on the mid-term paper. The third session will be offered before the final paper is submitted, to those students who ask for it. Each student is strongly urged to utilize this tutorial session.

**VI. Assignments and Assessment System**

	<b>Assignments/ Requirements</b>	<b>Scores</b>	<b>Submission</b>	<b>Tutorials</b>
1.	Short take-home writing (1 page)	10%	Weeks 2, 4, 7	XXXX
2.	1 <sup>st</sup> take-home paper (2 ½-3 pages)	20%	Week 5	Week 6
3.	2 <sup>nd</sup> take-home paper (same length)	20 %	Week 9	To be explained.
4.	Final in-class essay writing	10%	Week 9	XXXX
5.	In-class grammar quizzes & tests	20%	Quizzes: Weeks 2, 3, 4, 6, 7, 8 Tests: 5, 10	XXXX
6.	In-class vocabulary tests	10%	Weeks 5 and 10	
7.	Attendance & participation (classes & tutorials)	10%	XXXX	XXXX

Detailed information about the weekly schedule will be given on the first day of the classes.

**VII. Course policies/etiquette:**

- Please attend the classes regularly, come on time, come prepared, participate actively in classroom discussions, and contribute positively to classroom environment.
- A pattern of late arrival will adversely affect the attendance/participation score.
- In-class short vocabulary/grammar quizzes or short writing exercises will normally be given at the beginning of the classes.
- Please switch off your cell phone before the class begins.
- Please do not be absent from the classes. (If your absence becomes unavoidable, inform the instructor immediately.)
- If the absence during the whole term exceeds 30% of the total required classes, a one-level lower grade may be given (e.g., an S+/B+ may become S/B).
- If the absence during the whole term exceeds 50% of the total required classes, an “F” may be given as the final grade.
- An act of plagiarism may result in an “F” grade and the matter be reported to the dean.
- No make-up for in-class quizzes/tests will be given. The lowest score in the weekly grammar quizzes (excluding the mid-term/final tests) will not be counted in the total score.
- Individual tutorials are an extension of classroom activities, and are linked to specific writing assignments. Your instructor will provide you systematic feedback on your first draft. You are expected to go through the feedback carefully, come to the

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tutorials on time, be well prepared for discussions with your instructor, and ask useful questions related to your writing assignments.

- Timely submission of papers is extremely important. If any assignment is not submitted according to the deadline, it will adversely affect the total score for that particular assignment.

### **VIII. Text materials**

Text #s 3, 4 and 5 in the list below will be useful to have. Students may already have these texts. The instructor will also prepare handouts and put materials in the reserved section of MLIC during the course. The following sources may be used.

1. *Writing Up Research: Experimental Report Writing for Students of English*, Robert Weissberg and Suzanne Buker. Englewood Cliffs, NJ: Prentice Hall Regents, 1990.
2. *Writing Clearly: An Editing Guide* (2<sup>nd</sup> edition), by Janet Lane and Ellen Lange. Heinle and Heinle, 1999.
3. *Writing Academic English* (4<sup>th</sup> edition), by Alice Oshima and Ann Hoque. Longman.
4. *Building Academic Vocabulary*, Lawrence Zwier, The University of Michigan Press, 2002.
5. *The Essentials of English*, Ann Hogue. Longman, 2003.
6. *Grammar Dimensions*, Stephen Thewlis, Thomson/Heinle, 2000.
7. *Understanding and Using English Grammar*, by B. S. Azar. NJ: Prentice Hall, 1989.
8. *Publication Manual of the American Psychological Association*.

In addition, short reading materials will be selected from various sources, including journal articles.

### **IX. Copied materials**

The instructor will bring photocopied handouts and materials for distribution in the class. Students will be charged a nominal photocopying fee for these materials.

### **X. Weekly Schedule**

See the attached appendix A for the schedule for weeks 1-5. The schedule for weeks 6-10 will be given once the pacing of the classes has been reviewed in week 4. However, the assignment schedule (see VI) will not be changed.

## Appendix A: WEEKLY SCHEDULE (weeks 1-5)

### Week 1 (April 4-8)

#### Tuesday (evening): Combined session

- Course introduction
- Student Profile
- In-class discussion 1
- Assignment for Thursday: BAV, Chapter 1, Groups 1 & 2, pp. 1-7
- Assigned for Friday, week 1: Review of adjective clauses (*Essentials of English*, pp. 46-47; Participial clauses (*Writing Academic English*, Ch. 15, pp. 251-253).

#### Wednesday (morning/evening):

- In-class discussion 2 (based on Journal Article One. Introduced in the class.)
- Vocabulary: BAV, Chapter 1, Groups 1 & 2 (started)
- Short writing assignment #1 given. Due Tuesday, April 12

#### Friday (evening):

- Grammar editing\_pre-test + review of the test
- Review of adjective clauses (*Essentials of English*, pp. 46-47; Participial clauses (*Writing Academic English*, Ch. 15, pp. 251-253).
- Individual tutorial schedule setup for weeks 2-3

### Week 2 (April 11-15)

#### Tuesday (morning/evening)

- In-class discussion 3 (based on Journal Article One)

#### Wednesday (morning/evening):

- Vocabulary: BAV, Ch. 1, BAV, exercises 1.1 & 1.2.
- In-class writing 1

#### Friday (evening/combined session):

- In-class grammar/vocab quiz 1 + feedback
- Grammar exercises, WAE. Chapter 15, Practice 1 & 2
- Additional grammar/vocabulary practice (if there's time)

### Week 3 (April 18-22)

#### Tuesday (morning/evening)

- In-class discussion 4 (based on Journal Article One)

#### Wednesday (morning/evening):

- Vocabulary: BAV, Ch. 1, BAV, groups 3-4
- In-class writing 2

#### Friday (evening/combined session):

- In-class grammar/vocab quiz 2 + feedback
- Grammar exercises, WAE. Chapter 15, Practice 3 & 4
- Mid-term writing assignment instructions: due Friday, Week 5

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### **Week 4 (April 25-29)**

#### **Tuesday (morning/evening)**

- In-class Discussion 5 (based on journal article 2)

#### **Wednesday (morning/evening):**

- Grammar exercises, WAE, Chapter 15, Practice 5
- Vocabulary: BAV, Ch. 1, BAV, exercises 1.3 & 1.4
- A quick preview of the midterm Vocabulary/Grammar tests

#### **Friday (evening/combined session):**

- No classes. National holiday!

### **Week 5 (May 2-May 6)**

#### **Tuesday (morning/evening)**

- No classes. National holiday!

#### **Thursday (morning/evening):**

- Vocabulary/Grammar Review (mid-term tests)

#### **Friday (evening/combined session):**

- Mid-term grammar & vocabulary tests
- Getting started with conditional sentences
- Preview of weeks 6-10 classes

### **Mid-Term Paper Submission Deadline: Friday, May 6**

#### **Notes:**

Pacing and classroom dynamics may determine how the materials are covered in the classes. There may be some minor changes or differences between the two sections.

Weekly schedule for weeks 6-10 will be given in week 5.