

EAP I COMMON SYLLABUS

Topic

In this active learning course, students will learn how to express their ideas logically in writing. Specifically, they will learn to write a paragraph in English, focusing on cohesion, coherence, academic vocabulary, text structure and organization, and rhetorical styles.

Objectives

- To help students to learn differences and similarities in text structure and organization between Japanese and English texts.
- To enable them to gain skills in developing ideas in a general-to-specific organizational pattern, using listing-order and opinion paragraphs.
- To develop autonomous language learning skills.

Learning outcomes

Students who have complete the course can: (a) manage the process of writing a paragraph in English, with the ability to plan, draft and revise their work; (b) generate and expand ideas through brainstorming and outlining; (c) understand how paragraphs are structured in English with a topic sentence, supporting sentences and a concluding sentence, and produce paragraphs following this structure; and (d) self-monitor as they plan, draft, and revise their writing.

Suggested weekly schedule

Week 1: Paragraph structure

Week 2: Getting ideas for writing (Brainstorming)

Week 3: Organizing ideas with an outline (Group feedback)

Week 4: Listing-order paragraphs (Submission of mid-term assignment)

Week 5: Feedback session (Individual feedback, error analysis)

Week 6: Brainstorming and outlining with reasons and examples

Week 7: Developing an opinion paragraph with reasons and examples

Week 8: Final exam (Writing 300-word paragraph in class) and Review of Class

*Homework will consist of review of and preparation for classes, e.g. written assignments, textbook exercises.

Grading method (Standard rating method)

Grades will be decided holistically as below, based on the following terms/rates.

S (90%-100%)

A (80%-89%)

B (70%-79%)

C (60%-69%)

Above grades are indicators of passing, 不可 (less than 60%) is an indicator of failure.

Grading rate

Participation (in-class activities and assignments)	20%
Homework	10%
Mid-term written assignment (150-word paragraph and an outline on a given topic. The outline should be completed in class in Week 3. The paragraph should be completed as homework and should be submitted in Week 4. This assignment assesses how well students organize their own text using a topic sentence, supporting sentences and a concluding sentence.)	30%
Final Examination (300-word paragraph based on a 100-150-word outline which the	40%

student previously made on a given topic. The outline should be prepared as homework prior to the final class, and the paragraph should be written in the final class. This assignment assesses how well students can write an opinion paragraph, which should include reasons and examples.)	
---	--

Textbook

Ann Hogue, *Longman Academic Writing Series 2: Paragraphs*, Third Edition, Pearson Education, 2014.

Classroom Policies

Plagiarism will not be tolerated, and when found, those who have engaged in such an act will be referred to the University Disciplinary Committee.

If a student arrives late, their attendance will be marked as “Late Arrival.” Late students will have marks deducted from their class participation points.

If a student is absent from class three times, his/her grade will be shown as 放棄 (withdrawal).

Late assignments may be accepted up to one week after the assignment deadline, but will receive 50% of the grade they would otherwise have received.

If a student does not take a final examination, but he or she fulfills the attendance criteria stated above, grades will be decided according to the stated assessment criteria. (Points for the final examination will be counted as 0 point.)

If a student does not take a final examination for a reason which the student regards as legitimate, he/she can submit the reason to the Gakumu-kakari. The Gakumu-kakari and the head of section will then decide whether the student is eligible to retake the examination.

**EAP I Assessment Criteria for Mid-term Assignment and Final
Exam**

S: 90-100%

- Well-organized and coherent paragraph with convincing reasons and examples
- Few grammatical and spelling mistakes
- Correct paragraph format, properly using indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

A: 80-89%

- Coherent paragraph with sufficient reasons and examples
- Some grammatical and spelling mistakes
- Correct paragraph format, properly using indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

B: 70-79%

- Satisfactory paragraph which includes the three main components but insufficient logical development of ideas
- Several grammatical and spelling mistakes
- Incomplete paragraph format, including 1 or 2 minor mistakes in relation to indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

C: 60-69%

- Incomplete paragraph which includes disorganized paragraph components with insufficient word lengths
- Many grammatical and spelling mistakes
- Incomplete paragraph format, including a few minor mistakes in relation to indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

F: 0-59%

- Disorganized and incoherent paragraph with one or two missing paragraph components and insufficient word length
- Too many grammatical and spelling mistakes
- Wrong paragraph format with insufficient word length

EAP I TEACHING PLAN

Students will learn how to develop their own ideas logically in English, focusing on:

Text structure and organization

- Topic sentence & Supporting sentences
- Concluding sentence

Cohesion and coherence

- Link between sentences
- Smooth flow from the beginning to the end
- In a linear pattern

Rhetorical styles in English

- Expressing opinions objectively
- Academic vocabulary

Examples of Classroom Activities and Assignments

Homework

- Short paragraphs
- Outlines
- Brainstorming

In-class participation

- Answering instructor's questions
- Informal short presentation (individual or group).

SUGGESTED WEEKLY TEACHING PLAN

Week	Content	Chapter
1	Paragraph structure	1 & 2
2	Getting ideas for writing (Brainstorming)	1 & 2
3	Organizing ideas with an outline (Group Feedback)	2
4	Listing-order paragraphs (Submission of mid-term assignment)	2
5	Feedback session, reasons and examples (Individual feedback, error analysis)	5
6	Brainstorming and outlining with reasons and examples	5
7	Developing an opinion paragraph with reasons and examples	5
8	Review and Final exam (Writing 300-word paragraph in class)	