

**EAP**  
**Teachers' Guide**

**Kanazawa University**

**Institute of Liberal Arts and Science**

**GS Language**

**EAP Committee**



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## 1. General Administration

### 1.1. Hanko book

Part-time staff are required to stamp their hanko seal on their page of the hanko book placed in the Part-time Instructors' Common Room before class. The Common Room is on the 2nd floor of the General Education Hall (総合教育棟), next to the Gakumu-kakari Office.

### 1.2. Parking permit

If you drive to the university, please apply for a parking permit at the Kanri-kakari office. It is located across from the first floor entrance of the General Education Hall.

### 1.3. Copy card

If you are a part-time instructor, and you need to make photocopies of your materials, you can use the photocopying machine on the 2nd floor of the General Education Hall. Please ask Gakumu-kakari staff for a copy card.

If you are a full-time member of staff, you can use your staff ID card for the photocopying machine.

### 1.4. Kanazawa University ID and Network ID

If you wish to connect your PC (or one of the university PCs which can be signed out from the Gakumu-kakari) to the Internet during class, you can use Kanazawa University Wi-Fi (KAINS-S) or "eduroam" (the latter is for people who belong to other universities).

You will need a Kanazawa University ID and Network ID if you wish to use KAINS-S. If you are a part-time instructor, you need to visit Kanazawa University Information Media Center (<http://www.imc.kanazawa-u.ac.jp/access>) to apply for a Kanazawa University ID. If you are a full-time member of staff at Kanazawa University, you will be informed of your Kanazawa University ID.

Once you obtain a Kanazawa University ID, you can get a Network ID online from the

Information Media Center website: [http://www.imc.kanazawa-ac.jp/service/networkid\\_gakurui](http://www.imc.kanazawa-ac.jp/service/networkid_gakurui) (At present, this information is in Japanese only.)

## **2. Cancelling Classes & Student Absences**

### **2.1. Attendance and grading**

It is not necessary to pass students simply because they attended all classes or submitted all assignments. EAP Retake classes are held for students who did not pass. There are places for approximately 15% of students in each class.

### **2.2. Club activity related absences**

On occasion, students submit official-looking written absence notices relating to their club activities. At Kanazawa University, a club activity related absence is treated as a normal absence. Therefore, these written notices are of no value.

### **2.3. Students who are absent on exam days**

Record the names of any students who report being unable to attend examinations. Inform them that they must also submit appropriate certificates to the Gakumu-kakari.

The Gakumu-kakari will check the certificates, and if they satisfy the criteria for a possible make-up exam, they will inform the head of course, who will then decide whether or not a make-up exam will be held. The course head will decide how the make-up exam will be conducted, so individual instructors will not arrange make-up exams.

### **2.4. Cancelling classes and make up classes**

If you have to cancel your class for some unavoidable reasons, please inform the Gakumu-kakari. They will put up a notice (this is the official notification method to students), and also deal with any students who are not aware of the class being cancelled.

In the event of class cancellations, please arrange a make-up class during the Make-Up Class Weeks. Make-up Class Weeks are specified on the academic calendar (available at the start of this manual). The 6th period (18:15-19:45) is the designated Make-up Class period.

If it is not possible to arrange a make-up class, please assign students an equivalent

quantity of study to cover the content of the cancelled class. As EAP courses have common syllabi, it is important that students cover the content of cancelled classes.

### **2.5. Gaining credit through standard tests**

Kanazawa University gives credits (and grades A or S) to students who achieve designated scores in TOEIC, TOEFL, IELTS and other approved English tests if they apply for such treatment.

There are four application periods a year (one for each quarter), and students may be informed of the result during the subsequent quarter. Those who are informed that they will receive credits in this way will most likely cease to attend classes. This may cause problems if you are operating a group-work system.

The Gakumu-kakari office will remove the names of such students from the final grading list.

## **3. Pre-semester**

### **3.1. Syllabi submission**

If you are teaching EAP I, II, III, and IV courses, you do not have to submit course syllabi. There are common syllabi for these courses, and the course heads will take care of the syllabi submission.

If you are teaching EAP Retake, you need to submit a syllabus. You will be informed in advance of the deadline for submission.

### **3.2. Checking online syllabi**

English course syllabi are available online. Please check that the online information matches the courses you were assigned to teach, especially course type and day/period.

The Online Syllabi URL is as follows:

<http://sab.adm.kanazawa-u.ac.jp/>

Please enter your name in the "Search by Instructor" field and select "Search" at the bottom of the page. All the courses you are teaching should be shown. If no course appears under your name, try entering your name in capital letters or katakana.

## 4. Textbooks and Materials

### 4.1. EAP I/EAP II

Textbooks for EAP I and EAP II courses are pre-decided by the course heads and pre-ordered for all classes. There is no need for individual instructors to inform the University Co-op about textbooks. Details of the textbook for each course may be found in the common syllabus.

### 4.2. EAP III/EAP IV

1) There are no set textbooks for EAP III and EAP IV. If instructors would like to use a textbook, they are required to contact the course heads and they will send instructors a textbook order form to fill out by a designated date. Instructors can choose a textbook from the suggested textbook list (below), or from other resources. (Sample copies of the textbooks below are available for examination in the Part-time Instructors' Common Room next to the Gakumu-kakari office. This list is for reference, and it is totally fine to use a different textbook.) If you wish to use a textbook not listed below, please inform the course head of your choice.

#### A List of Suggested EAP III & EAP IV Textbook Options:

Debating Current Issues (Seibido)

Both Sides Now: A Study of Current Controversial Issues (Seibido)

Two Sides to Every Discussion (Seibido)

Hot Topics 2 (Cengage)

Decide for Yourself (Cengage)

Pros and Cons: Discussing Today's Controversial Issues (Cengage)

2) Instructors who are using a textbook:

Materials do NOT have to be limited to the textbook. Please do not hesitate to use other (supplemental) materials as you find necessary. There is no problem in using the same textbook for both EAP III and EAP IV. The choice is up to you.

3) Instructors who are not using a textbook:

Introducing real social and cultural issues is highly encouraged in class. However, instructors need to be fair and avoid extreme content (including images and videos) that may upset students.

### **4.3. EAP Retake**

The EAP Retake syllabus should cover elements of all four EAP courses.

Instructors are responsible for selecting textbooks and materials for these courses. If you wish to use a textbook, please input the textbook information when you complete your syllabi, and the Co-op will get the information from the online syllabi.

## **5. Week 1 Classes**

### **5.1. First week**

During the first week of Quarters 1 & 3, bells (chimes) may ring at the beginning of each class period as well as at 40 minutes and 50 minutes into each period. Please ignore the two bells during each period, and continue class for the full 90 minutes.

Each period is as follows:

- 1<sup>st</sup> period: 8:45-10:15
- 2<sup>nd</sup> period: 10:30-12:00
- 3<sup>rd</sup> period: 13:00-14:30
- 4<sup>th</sup> period: 14:45-16:15
- 5<sup>th</sup> period: 16:30-18:00
- 6<sup>th</sup> period: 18:15-19:45





**5.2. Student lists**

Please check student names using the student lists in the first class. If you are a part-time instructor, the lists will be placed on your Hanco book page. For full-time instructors, the lists will be sent to you by internal mail.

Lists of students who have actually registered for courses will be ready in Week 2 or Week 3 of each quarter. (The lists you receive in the first week have the names of all eligible students.) When you receive the updated lists in Week 2 or Week 3, please check them against the students again.

**5.3. Classroom policies**

All EAP classes have common classroom policies. Please explain the common classroom policies listed in the syllabus in the first class.

**5.4. Homework and assignment details**

Students are expected to be given 2-3 hours of homework every week. Please supply extra materials if necessary.

Inform students of homework and assignments in writing, for example, by emailing details to the class through the Acanthus Portal message function (recommended), distributing handouts, or writing clearly on the blackboard.

**5.5. EAP Retake course**

Students who did not get enough English course credits in English I (curriculum prior to 2016) or EAP (curriculum from 2016) can register for EAP Retake classes. Please inform students that the EAP Retake course is only for students who failed English I or EAP courses. Students cannot use credits from the EAP Retake class to fulfil English credit requirements for courses they have not failed. Any credits taken for this purpose will be invalid.

You may have students under both the old and new curriculum in your class. If there are both first- year students and students under the old curriculum, you will receive two student lists and two final grading lists for your class.

## **6. Grading**

### **6.1. Grading**

As a general rule, grades for EAP courses should have approximately the following distribution:

S: approx. 10% of all students

A: approx. 30% of all students

B: approx. 40% of all students

C: approx. 20% of all students

The above does not imply that all students should receive a passing grade. (See 2.1 above)

### **6.2. Grade submission**

The Grade Submission Period is expected to be between mid-June and mid-August for Quarter 1, and late February for Quarters 3 and 4. The Gakumu-kakari will inform you of the dates once they are set.

If students need to take a make-up exam, we will inform instructors of their examination score. Instructors should then submit the grades of all students. (See 2.3 above)

### **6.3. Keeping Graded work**

The grades you have given to students, and grade distributions of your classes, may be disclosed to other members of staff if the Education Planning Committee requests the disclosure.

Please keep final assessments for EAP I, II, III, and IV. (For EAP II, this could include assessment sheets or presentation scripts.)

Under the current regulations, documents related to assessment should be kept as evidence of how grades were assigned for five years. If you are a part-time instructor, and you cannot store assessment documents for any reason, please consult the Gakumu-kakari.

Please submit one final assessment document (or a copy of it) for each grade band (S, A, B, C, & F) for each subject as they may be required as evidence in explaining the grade

distribution of GS Language Courses. Details of when and to whom these should be submitted will be sent to instructors by email.

## EAP COMMON COURSE CURRICULUM

### General Outline

#### General Course Description

In EAP courses, students will learn academic English, especially in the area of spoken production (short presentation), spoken interaction (Q+A, Discussion), academic writing (paragraph and essay writing), as well as general academic practices (summarizing and comparing information from different sources, researching, and forming and organizing ideas.)

#### General Course Objectives

To help students to develop academic English skills which enable them to take academic courses held in English at university level.

#### General Learning Objectives

At the completion of EAP courses, successful students can do the following in English:

- Conduct simple research (literature and other media)
- Analyze short articles and video clips
- Generate and organize ideas
- Write paragraphs and essays on chosen topics
- Present and discuss on researched topics

## 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 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.)	40%

**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**

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

## EAP II COMMON SYLLABUS

### Topic

This active learning course is designed to build students' confidence in oral English through planning, delivering and evaluating public speaking.

### Objectives

- To develop students' skills in planning and delivering informative and opinion speeches.
- To enable students to recognize and evaluate key public speaking skills.
- To develop students' critical thinking.

### Learning Outcomes

Students who have completed the course can: (a) plan and deliver informative and opinion speeches, considering aspects related to content, language and delivery; (b) provide critical feedback on their peers' presentations, again in terms of the areas noted above; (c) participate in classroom activities and develop autonomous study skills.

### Suggested weekly schedule

Week 1: Introductory Speech, posture & eye contact

Week 2: Informative Speech 1, gesture & stage position

Week 3: Informative Speech 2, projection & enunciation

Week 4: Informative Speech Presentation - 5 minutes per group & feedback

Week 5: Opinion Speech 1, enunciation & intonation

Week 6: Opinion Speech 2, intonation & phrasing

Week 7: Opinion Speech 3, introducing speakers, Q+A

Week 8: Opinion Speech Presentation - 10 minutes per group

\*Homework will consist of preparation for the following week's class, e.g. written assignments, presentation practice, preparing visuals, reviewing exercises from the textbook.

### 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%)

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

### Grading Rate

Continual assessment (participation in in-class activities)	20%
Homework (Including submission of an outline of the final presentation & printout of PowerPoint slides)	20%
Informative speech Presentation (5 min. per group)	20%
Opinion Speech Presentation (10 min. per group )	30%
Peer evaluation (5 % per presentation )	10%

### Textbook

Mark D. Stafford, *Successful Presentations: An Interactive Guide*, Cengage Learning, 2012.

### Classroom Policy

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 to class, 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 points.)

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

### EAP II COMMON ASSESSMENT TABLE

**Presenter's name:**

<u>Assessed Criteria</u>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Eye contact			
Voice projection/ tone			
Gesture/ movement/ posture			
Pace/ Pronunciation			
Organization			
Time			
Comment:			

## EAP II TEACHING PLAN

### **What is fixed?**

- Textbook
- Speech types

Informative

Opinion

- Assessment content
- Grading %
- Teaching method

Active learning

### **What is at instructor's discretion?**

- Topics/ Themes
- Weekly content

BUT must cover assessed criteria

- Homework content

BUT will be 1.5 hours per week & include preparation for class presentations.

## EAP II SUGGESTED WEEKLY PLAN

Week	Speech type Textbook	Content	Delivery	Language	Optional
1	<b>Introductory</b> Chapter 1/2	Presentation structure & components	Initial impression: -Posture & eye contact -Coping with nervousness Prompt cards	Self-introduction Introducing others	<i>Language for asking &amp; answering simple questions</i>
2	<b>Informative</b> Chapter 3/4	Generating ideas & brainstorming	Building credibility Showing confidence Voice projection	Brainstorming Informing Explaining	<i>Language for asking &amp; answering simple questions</i>
3	<b>Informative</b> Chapter 5	Preparing outlines (for peer evaluation)	Building credibility Showing control Use of pause	Informing Explaining Transition	<i>Language for asking &amp; answering simple questions</i>
4	<b>Informative</b>	<b>Midterm Presentation: 5-minute group presentations + peer evaluation</b>			<i>Written reflection on performance in midterm exam Q &amp; A</i>
5	<b>Opinion</b> Chapter 6	Generating ideas Structure & organisation	Establishing rapport Movement & gesture	Expressing opinions Giving reasons Explanation	
6	<b>Opinion</b> Chapter 7	Preparing outlines Logical order (e.g. general to specific)	Drawing audience Showing enthusiasm	Expressing opinions Giving reasons Explanation Introduction	<i>Language for agreeing/ disagreeing &amp; counterargument</i>
7	<b>Opinion</b> Chapter 8	Effective details (example, anecdote & narrative)	Drawing audience Varying voice	Expressing opinions Giving reasons Explanation Conclusion	<i>Language for agreeing/ disagreeing &amp; counterargument</i>
8	<b>Opinion</b>	<b>Final Presentation: 10-minute group presentation + peer evaluation</b>			<i>Q &amp; A</i>



- For teachers unfamiliar with teaching public speaking skills, it is suggested that they visit edX, where free online courses covering much of the content proposed here are available. It can be accessed through the following link:  
<https://www.edx.org/course/introduction-public-speaking-uwashingtonx-comm220x2>
- EAP I and EAP II follow loosely similar content, namely informative and opinion passages. Therefore, instructors of EAP I and EAP II teaching the same set of students may cooperate with each other to devise a cohesive lesson plan.

## EAP III COMMON SYLLABUS

### Topic

In this active learning course, students will integrate the skills learned in EAP 1 and EAP 2 and apply them in the analysis of an academic topic or contemporary social issue.

### Objectives

- To enable students to express individual reactions and opinions on topics of debate in the form of a written summary.
- To aid students to develop analytical perspectives through writing of an analytic response that employs evaluative, contrastive, or comparative analysis.
- To help students improve interactional skills to orally respond to questions about the content of a reading or lecture in class discussion.

### Learning Outcomes

Students who have completed the course can: (a) write a summary which gives a clear picture of the original text; (b) analyze the arguments provided in the material; (c) state their understandings, reactions and opinions in English with confidence.

### Outline

#### Suggested Weekly Schedule

- Week 1: Introduction to class. Review paragraph structure. Distribute Material 1 to students and introduce Assignment 1
- Week 2: Discussion and Summary of Material 1
- Week 3: Review of Summary and Distribute Material 2 (Hand in Assignment 1)
- Week 4: Discussion and Analysis of Material 2
- Week 5: Distribute Material 3 and Introduce Assignment 2
- Week 6: Discussion and Analysis of Material 3
- Week 7: Group work for an Analytic Response
- Week 8: Review of class (Hand in Assignment 2)

\*Homework will consist of review of and preparation for classes (e.g. reading assignments, writing assignments, and oral practice).

The two graded assignments of this course include:

- 1) Assignment 1: A summary paragraph (150 words) of Material 1
- 2) Assignment 2: An analytic response (350-400 words) that consists of summaries of two materials (Material 2&3) and writers' response based on a careful analysis of two materials (Instructors may choose from three types of response below depending on the materials used for class).

Paragraph#	Evaluative Analysis	Contrastive Analysis	Comparative Analysis
P1	Summary of Material 2	Summary of Material 2	Summary of Material 2
P2	Summary of Material 3	Summary of Material 3	Summary of Material 3
P3	Writers' response (Evaluating strengths and weaknesses of an argument made in Material 2)	Writers' response (Analyzing differences between Material 2 and 3)	Writers' response (Analyzing similarities between Material 2 and 3)
P4	Writers' response (Evaluating strengths and weaknesses of an argument made in Material 3)	Writers' response (Analyzing differences between Material 2 and 3)	Writers' response (Analyzing similarities between Material 2 and 3)

\*P3 and P4 can be a one long paragraph instead of two paragraphs.

\*Students will evaluate the strength and weaknesses of the argument presented in the materials based on whether they are supported by sufficient reasons and data, or logical relations between the argument and reasons.

\*These assignments must be typed, printed, and formatted based on instructor's directions.

### 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)	20%
Homework	20%
Assignment 1 (a 150-word summary)	20%
Assignment 2 (a 350-400 word analytic response)	40%

\*Each assignment is graded based on a common rubric.

### Teaching Materials

The assignments will be based on three different materials provided by the instructor: these may take the form of readings (600-1000 words each), lectures (10-20 minutes each), or videos (3-10 minutes each).

The instructor may use a textbook for the course. For textbook information, look at the CO-OP Textbook List for the third quarter under the name of the instructor. If a textbook is set, please buy it in advance, and bring it to first lesson.

**Classroom Policy**

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.

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

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 III COMMON ASSESSMENT RUBRIC

	<b>S</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Summary</b>	Well-organized and coherent paragraph; main points and figures are fully covered in an integrated way; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; indispensable points and figures are covered in an integrated way; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; mere listing of indispensable points; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; covers only one part of the content; contains run-ons and fragments with many grammatical errors.	Shows no intention of summarizing; mere description of a single event and/or the writer's own feelings; too many grammatical errors and unintelligible sentences.
<b>Analytic Response paper</b>	Well-organized and coherent paragraph; explains the logic of the argument; critical/objective response; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; covers the main point of the argument; shows an effort to be critical or objective; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; shows a fair understanding of the argument; subjective response; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; shows a partial understanding of the argument; too simple and subjective response; contains run-ons and fragments with many grammatical errors.	Shows no understanding of the argument; no thoughts are given to the argument; too many grammatical errors and unintelligible sentences.

### EAP III SAMPLE TEACHING PLAN

Instructors can choose specific themes for the writing assignments based on their interest and expertise. This means that, in addition to giving language instruction, instructors are expected to guide students with questions and feedback, as well as have them talk to each other, so they can develop more in-depth critical views on the theme.

Each activity consists of introduction, discussion, and a written assignment to be submitted in the subsequent class, as shown below and in the syllabus. For example, “Voting age in Japan”, in which students may have a strong sense of ownership, could be one appropriate theme. Using this theme, the instructor could give students the following two on-line news articles which approach the topic from different angles:

【The Asahi Shimbun】 EDITORIAL: Lowering voting age crucial for future of Japan’s democracy (587 words)

<http://ajw.asahi.com/article/views/editorial/AJ201412050027>

【Japan Times】 Will lower voting age bring youths to polls? (969 words)

<http://www.japantimes.co.jp/news/2015/07/02/national/politics-diplomacy/will-lower-voting-age-bring-youths-polls/#.VgnmoPntlBc>

One possible way to teach Week 3 and Week 4 using the first of the above materials is as follows.

#### **Week 1: Distribute Material and introduce summary writing**

(Warm up)

- Speaking exercise

(Pair/small group discussions, followed by a whole class discussion)

Questions:

- Did you vote in the last House of Councillors election?
- What did you feel about having a right to vote? Did it change the way you feel about yourself in any way?
- Do you think lowering the voting age was a good decision for Japan?

(Distribute Material)

- In-class vocabulary activity

(Homework)

- Read the article carefully, and identify the stance of the writer.

## Week 2: Discussion of Material

(Warm up)

- Speaking exercise

(Pair/small group discussions, followed by a whole class discussion)

- What stance does this article take on the issue?

Agree / Disagree

Why? What are the reasons?

- What stance would you take on this article?

Agree / Disagree      Critical / Sympathetic

Why? What are the reasons?

(Individual/ group activity)

- Highlight the key points from the article for inclusion in the summary.

(Homework)

- Write a summary of the article.

Instructors should always remember that the goal of EAP III is to integrate the skills learned in EAP I and EAP II, and apply them in the analysis of an academic topic or contemporary social issue.

## EAP IV COMMON SYLLABUS

### Topic

In this final active learning EAP course, students will incorporate the skills learned in previous EAP classes to write a 5-paragraph essay on an academic topic or contemporary social issue. This class requires students to critically engage and express informed opinions in organized ways. It also involves student research.

### Objectives

- To enable students to express informed opinions on given topics, in the form of essays and summaries, and orally.
- To help students pay attention not only to content, but also to underlying interests and viewpoints.
- To prepare students for using English in an academic setting.

### Learning Outcomes

Students who have completed the course can: (a) write an essay which discusses different perspectives and problems on a given topic; (b) find resources related to a given topic, and integrate the content into their own writing; (c) respond in English to questions about the content or lectures with confidence and fluency.

### Outline

#### Suggested Weekly Schedule

- Week 1: Introduction to class. Introduction of essay structure. Distribute Materials 1 and 2
- Week 2: Discussion and summary of Material 1
- Week 3: Discussion and summary of Material 2
- Week 4: Completion of Assignment 1 (Hand in Assignment 1)
- Week 5: Introductory and concluding paragraphs. Begin student-led research
- Week 6: Group discussion of researched materials
- Week 7: Editing and writing of final essay
- Week 8: Review of class (Hand in Assignment 2)

\*Homework will consist of review of and preparation for classes (e.g. reading assignments, writing assignments, and oral practice.)

The two graded assignments of this course are:

- 1) Assignment 1: Two summary paragraphs (100-130 words each) on Materials 1 and 2.
- 2) Assignment 2: A five-paragraph essay (500-600 words). (Instructors may choose the essay format from the list below or as they designate to students in class).

Assignment 2: a 5-paragraph essay that consists of an introduction, discussion of three materials, and a conclusion. Following are the possible formats.

Argumentative Essay 1: This is an argumentative essay where writers make a claim and provide three pieces of evidence to support the main claim.



**Argumentative Essay 2:** This is an argumentative essay where writers make a claim, provide a counter argument, and refute the counter argument.

Paragraph#	Argumentative Essay 1 (argument –supporting evidence)	Argumentative Essay 2 (argument – counter argument and rebuttal)
P1	Introduction (Writers' Claim)	Introduction (Writers' Claim)
P2	Supporting Writers' Claim with Summary of Material A	Supporting writer's claim with a summary (Material A or B)
P3	Supporting Writers' Claim with Summary of Material B	Providing counter argument with a summary (Material B or A)
P4	Supporting Writers' Claim with Summary of Material C	Rebuttal of counter argument with a summary (Material C)
P5	Conclusion (Summary and Future Directions)	Conclusion (Summary and Future Directions)
References		

**Expository Essay:** This is a type of essay where writers do not need to argue for a stance, but they need to give readers a comprehensive picture of a phenomenon they are exploring, mainly by describing the sources they found and summarized.

Paragraph#	Expository Essay 1	Expository Essay 2
P1	Introduction (Writers' Thesis)	Introduction (Writers' Thesis)
P2	Describing the phenomenon with Summary of Material A	Comparing two or three materials (Or contrasting two or three materials)
P3	Describing the phenomenon with Summary of Material B	Comparing two or three materials (Or contrasting two or three materials)
P4	Describing the phenomenon with Summary of Material C	Comparing two or three materials (Or contrasting two or three materials)
P5	Conclusion (Summary and Future Directions)	Conclusion (Summary and Future Directions)
References		

### **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)	20%
Homework	20%
Assignment 1 (two summary paragraphs 100-130 words each)	20%
Assignment 2 (a five-paragraph essay 500-600 words)	40%

\*Each assignment is graded based on a common rubric.

**Teaching Materials**

The specific topic for the class and final essay will depend upon the specialization and expertise of the instructor. In principle, the essay will be on a topic that requires students to analyze and compare multiple perspectives. The instructor will provide two readings (of 800-1200 words each) that will form the basic content for the essay. Students will conduct research to find an additional reading to be used in the essay.

The instructor may use a textbook for the course. For textbook information, look at the CO-OP Textbook List for the fourth quarter under the name of the instructor. If a textbook is set, please buy it in advance, and bring it to first lesson.

**Classroom Policy**

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 IV COMMON ASSESSMENT RUBRIC

	<b>S</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Summary</b>	Well-organized and coherent paragraph; main points and figures are fully covered in an integrated way; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; indispensable points and figures are covered in an integrated way; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; mere listing of indispensable points; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; covers only one part of the content; contains run-ons and fragments with many grammatical errors.	Shows no intention of summarizing; mere description of a single event and/or the writer's own feelings; too many grammatical errors and unintelligible sentences.
<b>Essay</b>	Well-organized and coherent essay; main points are fully and logically elaborated; well-constructed and clear sentences with a few grammatical errors; correct format.	Coherent essay; main points are supported by appropriate examples and/or reasons; well-constructed sentences with some grammatical errors; only a few format errors.	Satisfactory essay; room for more supporting details; awkward sentences with some noticeable grammatical errors; incomplete format.	Incomplete essay; shows no effort to elaborate; contains run-ons and fragments with many grammatical errors; incomplete format.	Disorganized essay; no sign of outlining and revision; too many grammatical errors and unintelligible sentences; wrong format.

## EAP 4 SAMPLE WEEKLY TEACHING PLANS AND MATERIALS

**Essay Theme: Should Selling Organs Be Legal in Japan?**

(Sample Class for Medical Students)

In this course, students write a 5-paragraph essay that answers the above question. The students are provided with two articles relating to the kidney trade. The first article looks at current conditions of the illegal trade in kidneys throughout the world, arguing that the way to combat the trade is through improvement in preventative health care and increasing

donors. The second article makes an argument that making a legal market to sell kidneys would solve three problems. It would: 1) increase donors; 2) reduce national medical costs; and 3) reduce problems of exploitation. The students are required to research a third article relating to organ trade or transplantation problems in Japan.

### Essay Outline

- *Introduction*

-What is the issue you are writing about?

-Why is this issue important? (E.g. lack of donors, exploitation)

-What specifically did you look at? (Overview of the three articles reviewed below)

- *Body*

#### A. "Illicit Kidney Trade Booms"

-What is the article you are summarizing?

-What is the issue or problem the author looking at?

-What are the important examples or evidence introduced by the author?

-What is the author's conclusion or view on the problem?

#### B. "Why Selling Kidneys Should Be Legal"

#### C. Student Researched Article

- *Conclusion*

-What was the problem you looked at?

-What were the important conclusions from the readings?

-What is your view on this problem (referencing the examples from the body)?

### Sample Course Outline

WEEK 1: Introduction to class: Introduction to 5-paragraph argumentative essay—Lecture on essay topic –Homework to read first article.

WEEK 2: Class discussion of article: Give students comprehension questions –students find answers to questions in groups –review student answers to questions – lecture on how to write summary – have students work on summaries in groups – Homework to finish Japanese language summary of article

WEEK 3: Review Japanese summaries in groups –rewrite summary as a group – rewrite summary in English – Homework to finish English summary and read second article and write summary in Japanese.

WEEK 4: Class discussion on article: Give students comprehension questions – students find answers to questions individually or in groups – review student answers to questions – students review each other’s Japanese summaries and rewrite as group in Japanese and/or in English – Homework to finish summary in English and search for appropriate article for third paragraph.

WEEK 5: Students work in groups to choose one article to summarize for third paragraph – students write summary in Japanese and/or English – Prepare 2-3 minute presentation for next class – Homework to prepare for presentation in next class.

WEEK 6: Students present 2-3 minutes summarizing the article they reviewed – lecture on how to write Introduction and Conclusion – Students discuss in groups on the content of Introduction and Conclusion. Homework to write/print out complete body

WEEK 7: Students work individually or in groups to complete essay – Students review and edit each other’s essays – Instructor looks over and provides individual feedback on essays during class – Homework: finish essay

WEEK 8: Students hand in final essay – Class time devoted to practice of editing essays (instructor will provide sample essay for students to edit)

### **Materials**

The Guardian: Denis Campbell and Nicola Davison Sunday 27 May 2012

The New York Times – The Opinion Pages OP-ED CONTRIBUTOR by Alexander Berger, Dec. 5 2011

### **Essay Theme: Are All Japanese Traditions Invented?**

(Sample Class for Humanities Students)

### **Materials**

“Japan spreads the satoyama message” by Matthew Knight for CNN

### **OTHER ONLINE VIDEO RESOURCES**

<http://ku2.bloxi.jp/video-project-2014.html>

<http://ku2.bloxi.jp/video-project-2015.html>

## Topics and texts

The following list provides suggested topics for EAP III and IV, along with references to texts related to these topics. Instructors may find it necessary to edit texts for length and/ or language in order to make them suitable for use.

### EAP III

- **Topic:** Accent discrimination in the UK

*The sociolinguistics of modern RP*, Peter Trudgill, August 12, 2000

<http://www.phon.ucl.ac.uk/home/estuary/trudgill.htm>

*Why are so many middle-class children speaking in Jamaican patois?*, Nick Harding, October 11, 2013

<http://www.dailymail.co.uk/femail/article-2453613/Why-middle-class-children-speaking-Jamaican-patois-A-father-11-year-old-girl-laments-baffling-trend.html>

*Overcoming accent snobbery in a bid to smash through life's cut glass ceiling*, Rod McPhee, July 18, 2013

<http://www.yorkshirepost.co.uk/news/analysis/overcoming-accent-snobbery-in-a-bid-to-smash-through-life-s-cut-glass-ceiling-1-5865718>

- **Topic:** Voting age in Japan

Lowering voting age crucial for future of Japan's democracy

<http://ajw.asahi.com/article/views/editorial/AJ201412050027>

*Will lower voting age bring youths to polls?*, Dave Hueston, July 2, 2015

<http://www.japantimes.co.jp/news/2015/07/02/national/politics-diplomacy/will-lower-voting-age-bring-youths-polls/#.VgnmoPntlBc>

- **Topic:** 2016 US presidential campaign

*The first Trump-Clinton presidential debate transcript (annotated)*, Aaron Blake, September 26, 2016

[https://www.washingtonpost.com/news/the-fix/wp/2016/09/26/the-first-trump-clinton-presidential-debate-transcript-annotated/?utm\\_term=.251f9178da1f](https://www.washingtonpost.com/news/the-fix/wp/2016/09/26/the-first-trump-clinton-presidential-debate-transcript-annotated/?utm_term=.251f9178da1f)

*Sparks fly at second debate*, Stephanie Kraus, October 10, 2016

<http://www.timeforkids.com/news/sparks-fly-second-debate/471511>

*Transcript of the third debate*, October 20, 2016

[https://www.nytimes.com/2016/10/20/us/politics/third-debate-transcript.html?\\_r=0](https://www.nytimes.com/2016/10/20/us/politics/third-debate-transcript.html?_r=0)

#### **EAP IV**

- **Topic:** Cyberslacking

*A generation of cyberslackers*, Ronald Alsop, 9 April 2015

<http://www.bbc.com/capital/story/20150408-a-generation-of-cyberslackers>

*Cyberslacking in Shanghai: What My Students Taught Me*, Ruth Starkman, 17 July, 2016

[http://www.huffingtonpost.com/ruth-starkman/cyberslacking-in-shanghai\\_1\\_b\\_7820796.html](http://www.huffingtonpost.com/ruth-starkman/cyberslacking-in-shanghai_1_b_7820796.html)

- **Topic:** Culture in language learning

*Native English speakers are the world's worst communicators*, Lennox Morrison, 31 October, 2016

<http://www.bbc.com/capital/story/20161028-native-english-speakers-are-the-worlds-worst-communicators>

*The Importance of Culture in Language Learning*, Bill Zart, March 4, 2012

<https://billzart.wordpress.com/2012/03/04/the-importance-of-culture-in-language-learning/>

- **Topic:** Legalization of organ sales

*Illegal kidney trade booms as new organ is 'sold every hour'*, Denis Campbell and Nicola Davison, May 27, 2012

<https://www.theguardian.com/world/2012/may/27/kidney-trade-illegal-operations-who>

*Why Selling Kidneys Should Be Legal*, Alexander Bergerdec, December 5, 2011

<http://www.nytimes.com/2011/12/06/opinion/why-selling-kidneys-should-be-legal.html>

## Materials

The following are examples of materials used in EAP III and EAP IV classes

### A Generation of Cyberslackers (summary)

Main topic/ problem?	
Why is it a problem?	
Who is it a problem for?	
Solutions?	
Further information?	
Summary (about 100 words):	

Remember to clearly reference where your information is from, and whether it is fact or opinion. If it is opinion, make it clear whose opinion it is.



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**Cyberslacking in Shanghai: what my students taught me**

Para 1: What was the author doing this summer?

What are the 'anti-device faction' against?

Para 2: Are the reasons given here for or against using devices in the classroom?

How many reasons are given for why students cyberslack?

Para 3: What is the author's stance on using devices in the classroom?

Do all of her colleagues do the same as her?

Para 4: Does Morris agree or disagree with banning digital devices?

*"Shutting down the laptops isolates students from this reality."* What is *'this reality'*?

Para 5: What does Stommel think is the real problem?

What did the author decide to look into in Shanghai?

**Worksheet for 'Cyberslacking in Shanghai'**

Work in groups to decide which of the reasons below from the text are pro-device and which are anti-device.

<b>Pro- device</b>	<b>Anti-device</b>

Summarise the arguments from each column in your own words. Each summary should be no more than 50 words.

<b>Pro-device summary:</b>	<b>Anti-device summary:</b>
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Conscious of college costs, trying to conserve paper, and teaching older texts, I use exclusively pdfs and links.

Students benefit from the ability to search words in the texts and compare with translations in their own language.

Technology is less the problem than traditional classroom dynamics: start by abolishing fixed-seat, face-forward lecture halls.

When we keep laptops closed, tablets and phones turned off in the classroom, we are closing the door on what is real and relevant in student lives.

Students were unable to easily look up new vocabulary or concepts and relied on me to give them definitions.

Group work became less independent because I provided the sole authority for any information.

Usage trained them in important research skills and even helped them formulate better questions.

Students felt less inclined to physical activity and social interaction during breaks.

They engaged entirely in sedentary gendered segregation.

Students and parents were peering in from other classes checking for potential cyber-slacking.

Students in the class felt the need to police each other and the slackers responded by trying to shame those students.

Projects foundered if they went on too long- students worked well for about 20 minutes with lots of productive discussion in each group, and then gaming addiction mode took over.

Students ran outside to play sports and socialize.

They played a lively game of indoor tag that included all genders and ages.

(Sentences taken from *Cyberslacking in Shanghai: What My Students Taught Me*, Ruth Starkman, 17 July, 2016

[http://www.huffingtonpost.com/ruth-starkman/cyberslacking-in-shanghai\\_1\\_b\\_7820796.html](http://www.huffingtonpost.com/ruth-starkman/cyberslacking-in-shanghai_1_b_7820796.html) )

Summary grid for 'Cyberslacking in Shanghai'

What is the main topic?	
What did the author do?	
Arguments for using devices	
Arguments against using devices	
Conclusions	

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Discussion questions for 'Native English speakers are the world's worst communicators':

- What is the main point of the article? Which stance would you take to it, sympathetic or critical? Why?
- Which example(s) have you found interesting (or important)? Can you come up with any other examples from your own experience?
- Whose opinion(s) have you found particularly interesting, agreeable or disagreeable? Why?

Discussion questions for 'The importance of culture in language learning':

- What is the main point of this article?
- Do you agree with Zart's opinion? Why or why not?
- Compare and contrast the two articles. Do you find any similarities and/or differences in terms of basic assumptions about language, (second or foreign) language learning, place of culture in communication (language), and (non-)native speakers?

EAP III

Activity 1 Worksheet 1

Name \_\_\_\_\_

Speaker Name:

Topic:

Vision (What to achieve):

Policy (How to achieve):

Beneficiary (Who will benefit):

Outcomes (concrete examples):

Summary of the speech:

Speaker Name:

Topic:

Vision (What to achieve):

Policy (How to achieve):

Beneficiary (Who will benefit):

Outcomes (concrete examples):

Summary of the speech:

## Summary Writing

### What to include

1. Information about the material you are summarizing.
  - identity of writer/speaker (name, position, title)
  - title of the article/book, details of the occasion/event, venue
  - date, year, etc.
  
2. Main idea stated in the material (paraphrasing / quoting of key words)
  
3. Outline of supporting evidences and reasons (paraphrasing / quoting of key words)
  
4. Reporting words

Strong statement	Neutral statement	Counter-argument	Suggestion	Evaluation
argue claim insist assert urge demand	state, report show, illustrate indicate, explain point out remark discuss, observe maintain reveal	oppose deny, refute disagree argue against reject, refuse denounce contend	suggest recommend propose	examine investigate approve, support condemn criticize, attack reproach doubt, question

5. Referring words (e.g. “according to ~”, “in ~’s view”)

### What not to include

- subjective comments and opinions about the material
- interpretation of the material
- direct quoting of substantial parts of the material (phrases, sentences)
- misrepresentation of the material
- conclusion



Activity 3 Worksheet 1

Summarize main points of each speech.

Trump's Speech

Episode of people affected by this issue: \_\_\_\_ mothers

How (illegal) immigrants are depicted:

Main reason why strong border is needed:

How to solve the problem:

1)

2)

"We need \_\_\_\_\_."

Clinton's Speech

Episode of people affected by this issue: a girl named \_\_\_\_\_ from \_\_\_\_\_

How (undocumented) immigrants are depicted:

Main reasons why Trump's method doesn't work:

How to solve the problem:

1)

2)

“The U.S. is a nation of \_\_\_\_\_ and \_\_\_\_\_.”

### Activity 3 Worksheet 2

Writing a Comparison Essay 1) Introduction 2) Main Body 3) Conclusion

point by point / block by block

	What to include
Introduction	General Introduction Specific Introduction Thesis Statement (Your Opinion)
Main Body	Topic Sentence Supporting Sentences Concluding Sentence (restating topic sentence) Topic Sentence Supporting Sentences Concluding Sentence (restating topic sentence)

Conclusion	Restating Thesis Statement  Summarizing Main Body Conclusions  (View to the future)
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EAP IV Activity 1

Worksheet 1

Name \_\_\_\_\_

Read Activity 1. Write a brief summary of each paragraph in your words below. As a group, give each paragraph a descriptive title.

1. \_\_\_\_\_

Summary

2. \_\_\_\_\_

Summary

3. \_\_\_\_\_

Summary

4. \_\_\_\_\_

Summary

5. \_\_\_\_\_

Summary

6. \_\_\_\_\_

Summary

7. \_\_\_\_\_

Summary

8. \_\_\_\_\_

Summary

## EAP IV Activity 1

## Worksheet 2

Text Analysis

What is the purpose of this article?

In order to decide the above, define the purpose of each paragraph. You can use the following purpose definitions. A paragraph may have multiple purposes.

To give opinion

To inform readers

To persuade readers

To counter-argue common beliefs

In order to achieve the overall purpose, what kind of supports/arguments are used in the text?

Literature review summary format

Topic Sentence includes: The name of the article author, material information in footnote (footnote(脚注)は「参考資料」、「脚注の挿入」をクリックして、必要な情報を入れる), the topic of the article, the author's position/opinion

Main Body includes: The argument of the author (opinion, reasons, important figures or examples)

Concluding sentence: Not necessary

[Example phrases]

The article written by Denis Campbell and Nicola Davidson<sup>1</sup> looks at .....

According to the author, the central problem of \_\_\_\_\_ is .....

The author explains that ....

The author suggests .....

First, ..... Second, .... Third, ....

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<sup>1</sup> Denis Campbell and Nicola Davidson. 2011. Illegal Kidney Trade Booms as New Organ is "Sold Every

以下の作業をすると、より書きやすいです。

- 1) **Worksheet 2** を使って、各パラグラフの目的と、その目的達成のために使われた内容をまとめる。
- 2) 1) を読んで、記事全体の目的を把握する。
- 3) トピック文に記事の作者名、脚注による出典情報、記事のトピック（主題）と作者の主張を書く。
- 4) 1) から記事の要約としてふさわしい項目を選び、自分の言葉で内容をまとめる。

EAP IV Activity 2

Worksheet 1

Name \_\_\_\_\_

Read Activity 2 sheet.

Write a descriptive title and a brief summary of each paragraph in your words below. Identify what the purpose of the paragraph is, and write your summary in the form of samples in paragraph 1.

1. Title \_\_\_\_\_

Purpose: To introduce

To inform

2. Title \_\_\_\_\_

Purpose:

3. Title \_\_\_\_\_

Purpose:

4. Title \_\_\_\_\_

Purpose:

5. Title \_\_\_\_\_

Purpose:

6. Title \_\_\_\_\_

Purpose:

7. Title \_\_\_\_\_

Purpose:

8. Title \_\_\_\_\_

Purpose:

9. Title \_\_\_\_\_

Purpose:

10. Title \_\_\_\_\_

Purpose:

11. Title \_\_\_\_\_

Purpose:

12. Title \_\_\_\_\_

Purpose:

13. Title \_\_\_\_\_

Purpose:

Now write a summary of the whole article.



## EAP IV summary

## Homework assessment criteria

i)記事全体の目的が把握ができているか

ii)その目的を達成するために作者が用いた論の展開を、分析・理解できるか

iii)本文の引用や内容の羅列ではなく、自分の言葉で論の流れをまとめられるか (transition word や reporting word を有効に使い、内容を論理的に組み立てているか)

iv)脚注やフォーマットを正しく書けるか

v)語数が適当か

Q3 では内容理解に重点をおいた要約でしたが、Q4 では記事の目的や書かれた内容の分析も行った上で自分なりの要約を書きます。

## Sample Summary

Name

EAP IV (Friday \_\_ period)

Date

Title

In the first article, Jun Saito<sup>2</sup> looks at the problem of population decline in Japan, and suggests that devising an effective immigration policy is necessary. Saito explains that increasing the birth rate or the employment rate for women and the aged do not have an immediate impact, and argues for the discussion of accepting immigrants. First, he reports public consensus and a policy reform initiative for accepting skilled workers. Then, he examines the controversial issue of accepting unskilled foreign workers. Although he mentions political and social concerns about accepting unskilled immigrants, he argues against most of them. Finally, he concludes that Japanese young people should make a decision on this issue, but implies that there is no alternative but accepting immigrants. (130)

EAP IV

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<sup>2</sup> Jun Saito, *EAST ASIA FORUM QUARTERLY*, (Jun-September 2014) pp.6-7.

Activity 3 Worksheet  
Material 3 Explanation Structure

Today, you will give a short talk about your researched material. Please include the following points.

Source: This article was published in ~

Date/Year: It is published on ~ in ~

Topic: This article deals with the problem of ~

This article looks at the issue of ~

Position: The author of the article proposes ~

The author suggests that ~

The author argues that ~

Reason: I chose this article because ~

Merits: The good point(s) of this article is that ~

EAP Teachers' Guide

2017年3月発行

編集・発行 金沢大学国際基幹教育院外国語教育部門 EAP 教育企画部

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