

## **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</b>	Well-organized and coherent	Coherent paragraph; covers the	Satisfactory paragraph; shows a fair	Incomplete paragraph; shows a	Shows no understanding of the

<p><b>se paper</b></p>	<p>paragrap h; explains the logic of the argument ; critical/ objective response; well-const ructed and clear sentences with a few grammati cal errors.</p>	<p>main point of the argument; shows an effort to be critical or objective; well-constr ucted sentences with some grammatic al errors.</p>	<p>understandi ng of the argument; subjective response; awkward sentences with some noticeable grammatica l errors.</p>	<p>partial understandi ng of the argument; too simple and subjective response; contains run-ons and fragments with many grammatica l errors.</p>	<p>argument; no thoughts are given to the argument; too many grammatica l errors and unintelligibl e sentences.</p>
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### 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.