

## 講義概要 / Course description

### 科目基礎情報 / Course information

開講元学部 / Faculty	外国語学部 / FACULTY OF FOREIGN STUDIES
開講元学科 / Department	英語学科 / DEPARTMENT OF ENGLISH STUDIES
登録コード / Registration Code	FES61700
期間 / Period	2016年度 / Academic Year 春学期 / SPRING
学期 / Semester	春学期 / SPRING
曜限 / Period	月 / Mon 4
科目名 / Course title	ACADEMIC WRITING 1 / ACADEMIC WRITING 1
授業形態 / Course Type	講義 / Lecture
科目ナンバリング / Course Numbering	FEG309
レベル / Level	300
教員表示名	小塩 和人
主担当教員名 / Instructor	小塩 和人 / OSHIO KAZUTO
単位数 / Credits	2
更新日 / Date of renewal	2016/03/10

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講義概要 / Course description	The main purpose of this course is to assist the students arm themselves with the fundamental skills to organize their ideas in written English.
到達目標 (授業の目標) / Course objectives	It begins by reviewing the basics of academic writing. Our primary focus is for students to apply the organizational skills in short essay. Students will be given a set of guideline and will be expected to write their essay accordingly.
授業時間外 (予習・復習等) の学 習	The first step, "gathering and foraging," includes choosing a topic through activities such as brainstorming, discussing ideas, narrowing the topic and searching for different types of resource materials. Draft requirements include a cover page, a clear title and a reference page formatted in Modern Language Association (MLA) or American Psychological Association (APA) style. The second step, "plotting and planning," is to start reading the materials collected, take notes from readings and develop an outline. Students also learn how to avoid plagiarism and how to write in text-citation. The end-task is to add a full outline to the first step, including a one-sentence introduction and a one-sentence conclusion. In the third step, "shuffling and rearranging," students practice writing skills in particular

<p>／Expected work outside of class</p>	<p>paragraphs: each with a topic sentence, main idea, supporting idea and details. This step requires students to add a revised introduction, body and conclusion to the previous draft. In the fourth step, "a technical injection," students select or design a graph, table, diagram or chart related to their topic and write an analysis paragraph, inserting both the graphic and paragraph appropriately into the body of the research paper. In the final step, "checking and fine-tuning," students are given an opportunity to read further on their topic and to increase the content of each paragraph. Next, the students revise and edit their papers. Abstract writing is introduced at this stage in the writing process. Finally, proofreading and peer reviewing are introduced. The final paper incorporates a cover page, outline, abstract, introduction, body, conclusion and reference page.</p>
<p>他学部・他研究科受講可否 ／Other departments' students</p>	<p>不可／No ※要覧記載の履修対象とする年次を確認すること。 Please make sure to confirm the student year listed in the bulletin.</p>
<p>評価基準・割合 ／Evaluation</p>	<p>その他／Others(in detail) (100.0%) : The requirement for this course is as follows. Students must complete their assignments as specified. Time management is a high priority in this course and students are expected to finish their work on time. Not only a regular attendance but also active participation is necessary to obtain a passing grade. Regular class participation/presentation (25%), 1500-words-draft (30%), and 3000-words-paper with English "academic" references only (45%). No delayed assignment is acceptable unless there is a written official document proving the reason (e.g., doctor's note detailing your illness) with an immediate written notice to the instructor. Those who are absent for more than 4 times will not get credit. Please turn off your cell, refrain from text-messaging, and absolutely NO plagiarism.</p>
<p>必要外国語 ／Required foreign languages</p>	<p>English</p>

## 講義スケジュール／Schedule

- 1.Introduction: Writing a research paper is like joining a conversation & your job is to add to the conversation. The question is "how."
- 2.Exercising "discuss": "Discuss" suggests conversation, which often is casual and undirected. In the context of an assignment, however, discussion entails fulfilling a defined and organized task: to construct an argument that considers and responds to an ample range of materials. [Copyright 1998, William C. Rice, for the Writing Center at Harvard University]
- 3.One topic & two arguments: The topic of an academic essay must be sufficiently focused and specific in order for a coherent argument to be made about it. [Copyright 1999, Maxine Rodburg and The Tutors of the Writing Center at Harvard University]
- 4.Narrowing a topic (1): Carefully read your primary source(s) and then, go

## 授業計画 / Class schedule

through them again, searching for passages that relate directly to the assignment and to your own curiosities and interests. Annotate some of the most intriguing passages—write down your ideas, opinions and notes about particular words, phrases, sentences. Group passages and ideas into categories. Try to eliminate ideas that don't fit anywhere. Ask yourself if any of the emerging categories relate to any others. The category with the most connections to others is probably your topic. [Copyright 1999, Maxine Rodburg and The Tutors of the Writing Center at Harvard University]

5.Narrowing a topic (2): Look at some relevant secondary sources — what other scholars have said— in order to get a sense of potential counterarguments to your developing topic. [Copyright 1999, Maxine Rodburg and The Tutors of the Writing Center at Harvard University]

6.Developing A Thesis: An effective thesis cannot be answered with a simple "yes" or "no." A thesis is not a topic; nor is it a fact; nor is it an opinion. A good thesis has two parts. It should tell what you plan to argue, and it should "telegraph" how you plan to argue—that is, what particular support for your claim is going where in your essay. [Copyright 1999, Maxine Rodburg and The Tutors of the Writing Center at Harvard University]

7.Outlining: Trying to devise a structure for your essay can be one of the most difficult parts of the writing process. Making a detailed outline before you begin writing is a good way to make sure your ideas come across in a clear and logical order. A good outline will also save you time in the revision process, reducing the possibility that your ideas will need to be rearranged once you have written them. [Copyright 2000, David Kornhaber, for the Writing Center at Harvard University]

8.Topic Sentences & Signposting: Topic sentences and signposts occupy a middle ground in the writing process. They are neither the first thing a writer needs to address (thesis and the broad strokes of an essay's structure are); nor are they the last (that's when you attend to sentence-level editing and polishing). Topic sentences and signposts deliver an essay's structure and meaning to a reader, so they are useful diagnostic tools to the writer—they let you know if your thesis is arguable—and essential guides to the reader. [Copyright 2000, Elizabeth Abrams, for the Writing Center at Harvard University]

9.Transitioning: As the writer of an essay, imagine yourself crossing a river, guiding a troop of avid readers. You bring an armful of stones to lay down and step on as you go; each stone is a sentence or paragraph that speaks to and develops the essay's thesis, or central question. If you find yourself in the middle of the river with another mile to shore but only a few more stones, you can't finesse such a situation. You can't ask your readers to follow you and jump too broad a span. [Copyright 1998, Maxine Rodburg,

for the Writing Center at Harvard University]

10. Ending the Essay: Conclusions: So much is at stake in writing a conclusion. This is, after all, your last chance to persuade your readers to your point of view, to impress yourself upon them as a writer and thinker. And the impression you create in your conclusion will shape the impression that stays with your readers after they've finished the essay. [Copyright 1998, Pat Bellanca, for the Writing Center at Harvard University]

11. 1500 word DRAFT DUE

12. Revising the Draft: Put your draft aside. Get feedback. Construct a backward-outline of your essay. Rethink your thesis. Now that you know what you're really arguing, work on the introduction and conclusion. Proofread. [Copyright Laura Saltz, 1998, and the President and Fellows of Harvard College, for the Writing Center at Harvard University.]

13. 3000 word PAPER DUE

14. Conclusion

15. Oral Presentation