

Course Information

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Course Information	
Course details	
Class schedule	
Last updated	2024/05/27
Course description	<p>Description EAP105 prepares students for the extensive amount of academic writing required in university courses by developing their ability to write formal, academic, multi-draft essays. The course includes in-class work in small groups, self-editing practice, and peer feedback sessions. Students learn rhetorical modes used in essay writing in order to recognize, select and use appropriate modes for writing assignments while incorporating appropriate tone, and voice for a specific audience. Improving writing clarity and grammatical accuracy is a focus of the course. All students will be required to read the assigned text, The concise APA handbook, leading to a basic understanding of and ability to use outside sources in writing and know how to incorporate simple quotations and paraphrased ideas. Students will also engage in a Personal Learning Project in the LDIC that encourages autonomy to develop and improve their writing ability.</p> <p>Objectives: EAP105 In EAP 3, AIU scholars understand the writer's role in academic writing by learning to take the lead in an argument through a strong logical stance supported by authoritative evidence. This is accomplished through attaining a beginning level of proficiency in the items below. Students will develop knowledge and skills in:</p> <ol style="list-style-type: none"> 1. CRITICAL READING and responsible basic secondary RESEARCH techniques to distinguish facts from opinions and to evaluate and integrate sources effectively through summarizing, paraphrasing, quoting, and note-taking to avoid plagiarism. 2. Independent engagement in the WRITING PROCESS, which includes pre-writing strategies (for example, brainstorming and free-writing), along with collaborative review and revision of ideas, structure, and language in multiple drafts, together with reflective self-assessment. 3. RHETORICAL AWARENESS of the relationships between authors, audiences, purposes, genres, styles, using modes such as definition, cause & effect, and argumentation (AILA 1) to develop understanding of the academic writing situation. 4. Independent CONTENT DEVELOPMENT through engagement with complex social and cultural issues by critically questioning ideas and sources to develop focused essay topics. 5. Understanding the coherent STRUCTURE of academic writing at the whole essay level through outlining, clear thesis statements, logical sequences of key supporting points, introductions and conclusions; at the paragraph level through specific topic sentences and integration of source details; and between paragraphs through effective transitions and connections. 6. Applying ACADEMIC CONVENTIONS of expression by exploring academic voice and creative choices in the appropriate use of formal and informal style while focusing on concision and clarity in sentence level editing for multiple drafts of essays. 7. Understanding and applying basic ACADEMIC STYLE in essays, including conventions for citation, referencing, and formatting.
Objectives	
AILA Elements	<p>EAP 3 Writing</p> <p>AILA Element:</p> <p>The course is interdisciplinary in terms of the assigned readings and the subject of the written assessments. The course contains short readings on a range of different subjects. These include environmental science, politics, psychology and linguistics. The course readings include model essays written by former students which like the above focus on a range of issues which describe current social issues and evaluates the ideas and arguments presented. Lastly, all students are expected to choose their own subject of interest for the main written assessments. In this way, the interdisciplinary nature of the course is student centered- offering students the chance to share their academic interests as well as read and learn about interests identified by their peers. The course objectives related to the AILA interdisciplinary component of the course are:</p>

- Identify an academic area of interest which lays out the focus of reading and writing for the main assessments.
- Discover how different written genres are organized and presented according to the purpose of the text.
- Produce essays which use terminology, sources and ideas relevant to the chosen subject for the main assessments.
- Reviews successful essays which effectively integrate the subject specific terminology, sources and ideas.

Personal Applicability:

Students will develop intellectually and personally by expanding their critical mindset to what constitutes academic writing and how to construct persuasive texts. Academic writing in English is very different from other forms of writing. Students will learn to notice and apply these differences by using words from the Academic Word List, learning to compose complex sentences and avoiding colloquial forms of speech. During the Capstone assessment students will write an argument in an effort to persuade the reader to accept a main point of view. Here students will learn to construct persuasive arguments by finding and integrating credible sources and to conceive of and respond to counter arguments. Writing is a deeply reflective process involving the sharing of ideas and experiences. An understanding that writing is a process encourages students to think about the ideas presented in their own work but also in the writing by their peers. These are the objectives associated with the AILA element of EAP-105 for student intellectual and personal growth:

- Exploring the differences between academic and general forms of writing in English in order to compose essays which meet the linguistic expectations at university.
- Apply critical and analytical inquiry when constructing argument, selecting suitable evidence and offering counter arguments.
- Understanding that like all forms of writing, academic writing is not a linear process but one that requires planning, reflection and correction.
- Developing an analytical mindset towards good writing by offering critical yet constructive feedback during the peer and self-review process.

AILA Activities and Projects.

The AILA1 Capstone project at the EAP3 level is an integrated skills project, thus the final work produced (a presentation and an essay) will involve abilities and knowledge gained from student efforts in all their skills subjects (reading, writing, speaking and listening). It is a semester-length project that begins with the building of essential reading skills that deal with texts and sources. Next, students will use these reading skills and two sources they have synthesized to assist with the development of an argumentative essay in their writing classes. In addition, students will give a presentation of their written essay that symbolizes the sum total of their collective efforts in their reading, writing, and speaking and listening (S&L) classes. The AILA1 Capstone project is a single project that spans all three of the skills classes and why it is presented as one project, three components!

AILA Activities & Projects

The major goals for the project include the following:

- Synthesize knowledge from writing, reading, and speaking/listening classes
- Develop academic writing/reading/S&L skills vital to your success at university
- Deliver a high standard academic presentation on a researched topic to an audience
- Provide students with a base from which to they can continue to express themselves and build confidence in a demanding academic environment

Iida, P., Ruegg, R., DeBoer, M., Araki, N., Agnello, M. F. (2020). / The concise APA handbook: APA 7th edition. / Information Age Publishing. / Bennett, L. (Eds.) (2022) / Readings for academic writing. / Akita International University Press. /

Textbook(s)
Author/Title/Publisher/ISBN

Reference / Other study
materials / Author:, Title:,
Publisher:, ISBN:

Assessment

Not Applicable

Grading Criteria
25% 5 Quizzes

60% Two multi-draft academic essays (800-1000 and 1000-1200 words), the first of which is a definition/cause & effect (25%), the other the capstone argumentative essay (35%).
5% AILA1 APG Form Completion (Pass/Fail)
5% Class participation

EAP III Courses LDIC Policy

Students must fulfill an LDIC requirement to successfully complete the EAP Program. Called LDIC TIME, the LDIC requires all EAP students to do some form of independent study/work for a minimum of 15 hours of work per course (15 hours for Speaking, 15 hours of Reading, and 15 for Writing). Therefore, for students engaged in regular EAP classes, each student must do 45 hours. Students who fail to meet the minimum requirements risk failing their EAP courses.

LDIC TIME has 4 required meetings over the course of the semester. A student who misses 2 meetings is calculated as the equivalent of missing 5 hours of work.

Students completing

one class Students completing

two classes Students completing

three classes

Total hours: 15 Total hours: 30 Total hours:45

Miss 5 hours grade drops by one full letter grade

(i.e. A B) Miss 5 hours grade drops by ½ letter grade

(A to A-) Miss 5 hours grade drops by ½ letter grade

(A to A-)

Miss 10 hours fail class Miss 10 hours grade drops by full letter grade

(i.e. A to B) Miss 10 hours grade drops by full letter grade

(i.e. A- to B-)

Miss 15 hours fail classes Miss 15 hours grade drops two full grades

(i.e. B+ to D+)

Miss 20 hours fail classes

Questions or concerns that come up during the semester regarding LDIC Time should be addressed to the LDIC Coordinator.

Expected academic background

Not Applicable

URL of other information

Not Applicable

Attachments

[EAP105 Writing Generic Syllabus FA2023.docx](#)

Classroom Management

Attendance: Attendance is very important! Students must attend 90% of all class meetings. Only personal OR family emergencies and medical care are recognized as legitimate absences; otherwise, students are expected to attend classes. Students who miss a class due to personal or family emergencies, serious illness, accidents, or hospital care may request an excused absence. Medical absences can only be excused with a receipt of payment (ryoshusho) from a recognized clinic or hospital. Students should NOT request a formal letter of medical explanation (shindansho) from their doctors except in cases of extended illness. If a student cannot get a receipt from a clinic for any reason, he or she must explain this to the instructor at the time of the missed class. Missed classes must be excused within one week of the absence. Final decisions for accepting excused absences are at the discretion of the instructor.

Policies & remarks

Lateness or tardiness: The EAP/EAP BRIDGE Programs and English Language Foundation courses require students' participation in every class. Therefore, late arrivals are not tolerated. Neither quizzes nor in-class activities may be made up. Students will not be excused for absences due to personal or club-related activities unless the absence is officially requested and authorized at the University administrative level. Students who have received an excused absence will not be penalized for major assignments on the day specified; however, these assignments must be submitted. It is the student's responsibility to complete all required work regarding assignments due for the next class period.

For all the courses, the limit is 3 absences. This includes excused and unexcused absences. Students who miss 4 classes lose one letter grade. Students who miss 5 classes lose two letter grades, and students who miss 6 classes lose three letter grades.

Taking responsibility for your own learning and other academic matters: Students are expected to take personal and full responsibility for their academic obligations: coming to class, doing homework, studying for TOEFL, reading university and program emails, etc. In other words, AIU students are expected to behave like responsible adults.

Notes

Field Trips, expenses other than textbooks, and so on.

Getting Help: Students are encouraged to be assertive in terms of seeking help for their problems and concerns. Any course-related topic should first be discussed with the instructor. The EAP Director and faculty are available to help. The Program Director is available for consultation on matters that cannot be resolved with the course instructor.

University Clubs & Extra-curricular activities

All EAP students must balance time in academic/language studies with that of university clubs and extra-curricular activities. This balance is challenging to manage for many students. Therefore, students must follow these requirements:

- EAP students shall not serve in a managerial or responsibility position for any club. Classes and studying take priority.
 - Any EAP student who is at risk of failing and/or whose academic performance is being negatively affected due to club or other extra-curricular activities may be asked to quit relevant club or activity.
- EAP courses take priority over clubs and extra-curricular activities. Maintaining a balance (study skill, time management, workload to free time, etc.) between all aspects of one's life is a key skill students learn in the EAP.

AIU Academic Dishonesty Policy (Undergraduate)

In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) may result in the failure of the course.

An act of academic dishonesty during the final examination, or assignment in lieu of the final examination, may result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Office of Student Records for relevant action.

AIU Academic Dishonesty Policy

AIU Academic Dishonesty Policy (Graduate)

Acts of Academic Dishonesty: In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) will result in the failure of the course at a minimum.

An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term.

Cases of academic dishonesty will be reported to the Dean of Academic Affairs for relevant action.