

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	FNDN050		
Course Title	Composition Lab		
Prerequisites	EFAE020 English for Academic Excellence (EFAE) : B OR equivalent, AND Placement test		
Course Instructor	KAWAKAMI Sumie	Year Available (Grade Level)	1
Subject Area	Foundation Courses	Number of Credits	1
Class Style	Seminar	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>As part of the Foundation Course, Composition Lab (Comp Lab) is designed for students to acquire basic writing and critical thinking skills as a stepping stone for their future success in the Liberal Arts Program. Taken together with Composition I, it focuses on helping students with more fundamental writing skills.</p> <p>In this course, students will learn essential grammar rules to write grammatically accurate sentences using proper connectors. By the end of the course, they will be able to identify fragmented sentences, inappropriate word forms, and other grammatical mistakes, and fix them correctly. They will also be able to identify and write a thesis statement, topic sentences, and relevant supporting sentences.</p>
Class plan based on course evaluation from previous academic year	Students can ask questions and discuss their concerns privately with the instructor during her office hours. A previous appointment is required. Please find the QR code on the door to her office (F211).
Course related to the instructor's practical experience (Summary of experience)	<p>Sumie Jasmine Kawakami is a teacher, writer, and translator. Having begun her career as a journalist at the Mainichi Shimbun, she has worked for major wire services, magazines, and a TV station. She has lived in Canada, where she gained her master's degree in political science, and traveled to a dozen countries and feels her experience can help many ESL students overcome their fear of "not being good enough" at English. As an ESL teacher, she enjoys listening to students' achievements and adventures. As a writer, she spends long hours on research and interviews and turns the lives of "ordinary people" – as well as business leaders and entrepreneurs – into moving, heartfelt stories. Over the years, she has published several non-fiction books in both Japanese and English. In her most recent book, she explored her estranged relationship with her mother, who was facing the end of her life due to a severe illness. In writing this book, she found ways to cope with the end-of-life reality of her Mom's cancer. She loves music and yoga and is an avid endurance athlete. Her love of the mountains led her to move with her husband from Tokyo to Yamanashi.</p> <p>2003 - 2019 Freelance news translator/writer at NHK/ NHK World Japan</p> <p>2016 Published "Dear Mom, I Hate You: Things I Learn By Fighting With My Dying Mom," (non-fiction in Japanese, from Makino Shuppan)</p> <p>2014 - 2019 English lecturer at Japan Times Academy (TOEIC) and a university in western Tokyo</p> <p>2001 - 2003 Senior Editor at J@pan Inc (English - language business monthly magazine)</p> <p>1995 - 2001 Freelance writer/editor for Market News (US newswire), JAL inflight magazine 'Winds,' and other publications</p> <p>Before 2000 Mainichi Shimbun Newspaper Reporter (Japanese e), Knight-Ridder Financial Tokyo Senior Correspondent (English), and Freelance Writer for other publications</p> <p>1995 MA in Political Science University of British Columbia, BC, Canada</p> <p>http://www.yguppr.net/2002051abo_main.html</p> <p>http://www.yguppr.net/2002051ab/albm.html</p> <p>https://etsjapan.jp/toefl/webmagazine/educators-class/2101/</p>

Learning Goals	<p>This course attempts to help students to:</p> <ol style="list-style-type: none"> 1. Identify independent, compound, and complex sentences 2. Write complex sentences using accurate connectors. 3. Identify fragmented sentences, inappropriate word forms, and other grammatical mistakes, and fix them correctly. 4. Identify and write a thesis statement, topic sentences, and relevant supporting sentences. 5. Argue critically and logically. <p>These objectives aim at achieving the following iCLA diploma policies:</p> <ol style="list-style-type: none"> 1. Possess high communication skills in both Japanese and English. 2. Possess Critical, Creative, Independent, and Global thinking skills.
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iCLA Diploma Policy	DP1/DP2
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Discussion, Debate/Group Work/Others (Specify in the section below)				
More details/supplemental information on Active Learning Methods	Content-based Learning (CBL) and Problem-Based Learning (PBL) methods are utilized to improve students' ability to apply their knowledge in practical writing. Through groupwork, the course also aims to help students develop the teamwork skills essential for their academic endeavors in the Liberal Arts Program.				
Use of ICT	UNIPA				
Contents of class preparation and review	-Preparation of the contents, vocabulary, and structures to be covered in class. - Review what is covered in the classes and work on the assignments given in each class. - Expect to spend at least two hours on homework for every 75-minute class.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	2 hours
Feedback Methods	The Composition Lab, instructor will provide feedback on both weekly homework and assessment tasks. The instructor is also available for individual discussions/meetings in relation to class matters and/or content. Students are encouraged to make a reservation with the instructor in order to achieve successful outcomes during the course.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Assignments, Quizzes, and Essays	70%	
Active Participation	30%	

Required Textbook(s)	<p>Savage, Alice. Mayer, Patricia (2012) Effective Academic Writing 2 (Second Edition). Oxford University Press.</p> <p>Oshima, Alice. Hogue, Ann (2017) Longman Academic Writing 4: Paragraphs to Essays (Fifth Edition). Pearson Education, Inc.</p> <p>Chin, Peter. Reid, Samuel. Wray, Sean. Yamazaki Yoko (2012) Academic Writing Skills 2. Cambridge University Press.</p> <p>Azar, B. S. (2016) Understanding and Using English Grammar (5th Edition).</p>
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Other Reading Materials/URL	To be provided as needed
Plagiarism Policy	<p>1. Students must attend at least two-thirds of the course (10 sessions out of 15). For excused absence, please see iCLA students' handbook (p. 19). Three late arrivals, early departures, or leaving midway through a session for more than five minutes are counted as one absence.</p> <p>2. It is the student's responsibility to complete all required assignments before their due dates. Late submissions up 3 days may get a penalty of 20 percent deduction.</p> <p>3. Plagiarism is the dishonest/malicious presentation of the work of others as if it were one's own original work without reference to the source. All plagiarized text on your assignment will not be graded. Please study plagiarism policies in iCLA students' handbook (p.78).</p> <p>4. The use of artificial intelligence (AI) or translation/grammar/paraphrasing software to generate your assignments can be considered a form of plagiarism. It is your responsibility to consult with the instructor if you are using any of the above.</p>
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p>What to bring:</p> <p>(1) Laptop Computer</p> <p>(2) Loose-leaf notebook</p> <p>(3) Textbook or Handouts</p> <p>(4) Dictionary</p> <p>(5) Smile</p> <p>Please note: Class content is subject to change based on student needs and/or class dynamics.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Week1: Induction. Teacher/student introductions, course requirements, course expectations and explanation of course content.</p> <p>Grammar Focus: Sentence Structure Clauses vs Simple/Compound/Complex sentences Compound Subject Subject + Verb / Verbal Phrases</p>
Class 2	<p>Week 2: Grammar Focus: Quiz on Sentence Structure (Clause vs Simple/Compound/Complex Sentences) Thesis Statement/ Topic Sentence/ Supporting Ideas Homework: Thesis Statement/ Topic Sentence/ Supporting Ideas</p>
Class 3	<p>Week3: Grammar Focus: Quiz on Thesis Statement/ Topic Sentence/ Supporting Ideas</p> <p>Essay Writing: Preparation for Essay Writing 1 https://www.youtube.com/watch?v=mIM16pHaqY0</p> <p>https://www.independent.co.uk/arts-entertainment/music/news/gojira-olympics-opening-ceremony-metal-satanic-b2588508.html</p> <p>https://www.11alive.com/article/sports/olympics/marie-antoinettes-history-paris-olympics-2024/85-fc545878-e580-46bc-83f9-80faad8f6afb</p> <p>https://www.nytimes.com/athletic/5660981/2024/07/26/opening-ceremony-paris-olympics-2024-best-moments/?searchResultPosition=2</p> <p>https://uk.style.yahoo.com/faceless-torch-bearers-marie-antoinette-211703616.html?guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2x1LmNvbS8&guce_referrer_sig=AQAAAIQY9nddA-oLWArJq4U040AwEqz1FrddfQbyZG-ZpKRVDlyiDFD91UoD8T4ksQdLvSxAbBOMQ07j0raw5HwMLriFLy95qHZ_xSaXMIQjxb62TteVpPAIs79hIqBAFBs9Po9-</p>
Class 4	<p>Week 4: Essay Writing: Preparation for Essay Writing 1</p> <p>Groupwork (Brainstorming for word choices and ideas) e.g. What do you like about the performance? (Why? - at least 2 reasons, 2 supporting ideas each) What kind of words are there to express these ideas? What do you dislike about the performance? (Why? - at least 2 reasons, 2 supporting ideas each) What kind of words are there to express these ideas?</p> <p>Individual work: Write your outline</p>
Class 5	<p>Week 5: Essay 1 – Response Essay</p>

Class 6	Week 6: Essay 1 / Feedback/ Editing
Class 7	Week 7 Grammar Focus: Parallel Structure (Longman, p.189-194)
Class 8	Week 8 Grammar Focus: Sentence Problems (Longman, p.194-199) Fragmentation Choppy Sentences Run-on Sentences Stringy Sentences
Class 9	Week 9 Quiz on Parallel Structure and Sentence Problems Preparation for Essay 2 - Explanations on "hook" (Cambridge, p.8-9) Groupwork (Brainstorming for word choices and ideas)
Class 10	Week 10 Essay 2 - Descriptive Essay
Class 11	Week 11 Groupwork - Editing Individual feedback
Class 12	Week 12 Grammar Focus: Use time adverbs (such as then, finally, and eventually) and correctly Use time connectors (such as while, when, after, and before) correctly. Review the use of the verb tense
Class 13	Week 13 Quiz on Time Expression Grammar Focus: Noun Clauses / Adjective Clauses Meyers, Longman Academic Writing Series 4, Pearson, 2014: Chapter 5. pp.91-95. Azar and Hagan, Understanding and Using English Grammar Fifth Edition, Pearson, 2017: Chapter 12 and Chapter 13. pp.247-301.
Class 14	Week 14 Grammar Focus: Adverb Clauses Meyers, Longman Academic Writing Series 4, Pearson, 2014: Chapter 6. pp.116-120. Azar and Hagan, Understanding and Using English Grammar Fifth Edition, Pearson, 2017: Chapter 18. pp.392-403.
Class 15	Week 15 Quiz on Noun, Adjective, and Adverb Clauses Reflection