

Department	International College of Liberal Arts		
Semester	Fall 2026	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	FNDN070		
Course Title	Introduction to Academic Writing		
Prerequisites	EFAE020 English for Academic Excellence (EFAE) : B or equivalent, OR placement test		
Course Instructor	KAWAKAMI Sumie	Year Available (Grade Level)	1
Subject Area	Foundation Courses	Number of Credits	3
Class Style	Lecture	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	As part of the Foundation Courses, Introduction to Academic Writing (FNDN070) is designed for first-year students to acquire academic writing skills as a steppingstone for their success in the Liberal Arts Program. Taken together with Reading for Academic Dialogue (FNDN060) and English for Liberal Arts (FNDN080), this course introduces students to (1) the principles of academic writing through the five-paragraph essay format and (2) essential grammar rules. Students are also expected to develop the concepts about which they have read and discussed in English for Liberal Arts (FNDN080) and to write an essay on the topics aligned with the interdisciplinary nature of liberal arts education. Through their writing, students are expected to build their sense of responsibility for and adaptability to today's diverse, rapidly changing world.
Class plan based on course evaluation from previous academic year	This class is being offered for the first time this semester.
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	By the end of the course, students will be able to: 1. Write a thesis statement, topic sentences, and relevant supporting sentences in the five-paragraph essay format. 2. Write complex sentences using accurate connectors. 3. Identify fragmented sentences, inappropriate word forms, and other grammatical mistakes, and fix them correctly. 4. Argue critically and logically on subjects related to liberal arts education.

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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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/Others (Specify in the section below)				
More details/supplemental information on Active Learning Methods	Content-based Learning (CBL) is used to improve students' ability to apply their knowledge in practical writing.				
Use of ICT	UNIPA				
Contents of class preparation and review	-Prepare for the contents and vocabulary to be covered in class. -Review what was covered in class and work on the assignments given in class. -Expect to spend at least 60 minutes preparing for and 90 minutes reviewing for every 75-minute class. This translates into five hours of preparation and review each week.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	The instructor will provide feedback on homework and tasks, either written or verbal. The instructor is also available for individual meetings regarding class matters and/or content. To achieve successful outcomes during the course, students are more than welcome to make a reservation with the instructor. For appointments, please email kawakami.sumie@c2c.ac.jp or knock on her door (F211).				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Assignments, Quizzes, and Essays	70%	
Active Participation	20%	
Cultural/global awareness	10%	

Required Textbook(s)	Oshima, Alice. Hogue, Ann (2017) Longman Academic Writing 4: Paragraphs to Essays (Fifth Edition). Pearson Education, Inc. Meyers, Alan (2014), Longman Academic Writing 5: Essays to Research Paper (2014) Pearson Education, Inc. Chin, Peter. Reid, Samuel. Wray, Sean. Yamazaki Yoko (2012) Academic Writing Skills 2. Cambridge University Press. Azar, B. S. (2016) Understanding and Using English Grammar (5th Edition).
Other Reading Materials/URL	To be provided through UNIPA as needed

Plagiarism Policy	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. The instructor will not grade plagiarized text. Please study plagiarism policies in iCLA students' handbook.
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p>1. Students must attend at least two-thirds of the course (20 sessions out of 30). For excused absence, please see the iCLA students' handbook. 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 to 7 days may result in a 20 percent penalty. If you cannot complete an assignment due to sickness or other personal reasons in time, you must consult with the instructor. It's your responsibility to initiate the discussion.</p> <p>3. AI Policy: Allowed with Disclosure – Students may use AI tools with disclosure, in accordance with guidelines provided for each assessment.</p> <p>Please note that this course is designed to enhance your English proficiency. The instructor may allow you to use dictionary software or conduct online research from time to time. However, unless specifically instructed, you are not allowed to use any form of digital assistance. The use of artificial intelligence (AI) or translation/grammar software to generate your assignments can be considered a form of plagiarism. It is your responsibility to consult with the instructor if you need to use any of the above for a specific reason.</p> <p>4. The instructor will use spell checks and grammar checks to ensure the quality of her lessons. The instructor will also use AI for her research on the topics to be taught in class. She will not use AI for grading.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Introduction: Teacher/student introductions Explanations on the syllabus & systems (UNIPA/email) Five-paragraph Structure 1. What is a paragraph? Paragraph, Topic + Controlling Idea</p> <p>Grammar Focus Simple Sentence = the One Subject + One Verb (verbal phrase) Rule Textbook: Oshima, Alice. Hogue, Ann. (2016). Longman Academic Writing Series 4. Pearson Education. p.3 Chapter 1.</p>
Class 2	<p>Five-paragraph Structure 1. What is a paragraph? Supporting Sentences, Concluding Sentences pp.11-16</p> <p>Grammar Focus: Sentence Structure Clauses vs Simple/Complex Sentences</p> <p>Quiz on Sentence Structure (Clause vs Simple/Compound/Complex Sentences) Textbook: Oshima, Alice. Hogue, Ann. (2016). Longman Academic Writing Series 4. Pearson Education. p.3 Chapter 1.</p>
Class 3	<p>Five-paragraph Structure 2. What is an Essay? Writing an effective introduction</p>
Class 4	<p>Five-paragraph Structure 2. What is an Essay? Opening Paragraph – The basic structure: Funnel / Inverted Triangle Structure General Statement vs attention-grabbing techniques</p>
Class 5	<p>Write an opening paragraph using the opening statement and the thesis statement as written below. You can use a funnel structure. Develop your own ideas.</p> <p>..... Moving to a new country is an exciting, even an exhilarating experience. Starting college in a foreign country can sometimes cause severe culture shock to new students.</p>
Class 6	<p>Five-paragraph Structure 2. What is an Essay? Writing a thesis statement / Writing the conclusion</p>

Class 7	Five-paragraph Structure 2. What is an Essay? Organization of your essay
Class 8	Five-paragraph Structure 2. What is an Essay? Expect a counterargument and develop a rebuttal/refutation
Class 9	Essay Writing: Preparation for Essay Writing 1 Groupwork (Brainstorming for word choices and ideas)
Class 10	Essay Writing: 1
Class 11	Essay Writing 2 Preparation Groupwork (Brainstorming for word choices and ideas)
Class 12	Essay Writing 2
Class 13	Essay Writing 3 Preparation Groupwork (Brainstorming for word choices and ideas)
Class 14	Essay Writing 3
Class 15	Essay Writing 4 Preparation Groupwork (Brainstorming for word choices and ideas)
Class 16	Essay Writing 4

Class 17	Essay Writing 5 Preparation Groupwork (Brainstorming for word choices and ideas)
Class 18	Essay Writing 5
Class 19	Grammar Focus
Class 20	Grammar Focus Quiz
Class 21	Essay Writing 6 Preparation /Group Work
Class 22	Essay Writing 6
Class 23	Essay Writing 7 Preparation /Group Work
Class 24	Essay Writing 7
Class 25	Essay Writing 8 Preparation /Group Work
Class 26	Essay Writing 8

Class 27	Essay Writing 9 Preparation /Group Work
Class 28	Essay Writing 9
Class 29	Essay Writing 10 Preparation /Group Work
Class 30	Essay Writing 10 Wrapping up...