| Department | International College of Liberal Arts | | |
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| Semester | Fall 2025 | Year Offered (Odd/Even/Every Year) | Every Year |
| Course Number | FNDN102 | | |
| Course Title | Composition 2 | | |
| Prerequisites | FNDN101 Composition 1 | | |
| Course Instructor | KNUDSEN David | 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

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| Course Description | The main objective of Composition II (Comp II) is the development of written academic language in English of an Upper-Intermediate level; essential for successful completion of tertiary level education here at iCLA and abroad. Composition II is an extension of Composition I, advancing the successful application of academic writing and academic convention. The course requires the student to understand and proficiently apply a number of academic structures (grammar) that are frequently found in academic texts. Given the amount of weekly homework and number of tests in Composition II, the student must possess the ability to work independently and have strong time management skills to successfully complete the course. |
| Class plan based on course evaluation from previous academic year | Main English Language skills covered in Composition II:<br><br>Passive voice<br>APA referencing<br>Nominalisation<br>Interpretation of data<br>Paraphrasing,<br>Summarization,<br>Reporting verbs<br>Hedging<br>Paragraph Writing<br>Linkers and connectors<br>Academic phrases<br>Critical thinking<br><br>Composition II Assessment (tests):<br>Language<br>Summary<br>Research Paper One<br>APA quiz<br>Research Paper Two<br>Completion of homework tasks |
| Course related to the instructor's practical experience (Summary of experience) | N/A |

| Learning Goals | Learning GoalsKnowledge and outcomes<br>At the end of this unit, students will be able to:<br>Become competent at analyzing summarizing paraphrasing critiquing and discussing texts.<br>-Develop various skills that lead to worthwhile research and the writing of effective undergraduate academic research: (not limited to)<br>-The ability to integrate outside sources into one's own writing<br>-The ability to summarize paraphrase and apply citation accurately<br>-The ability to find, select, evaluate, and use information and ideas in the development of an acceptable academic thesis; and demonstrate the ability and motivation to contend an argument within an academic context<br>-Become capable in using research resources, especially those resources available in the AIU Library and on university databases and Google Scholar<br>-Become skilled at using one or more of the generally accepted systems of scholarly documentation and in-text citation<br>-Gain an appreciation for the diversity in English academic and research discourses and to develop requisite critical thinking abilities in the process<br>-Develop the skills and aptitude necessary to successfully complete an undergraduate academic research report<br>-Develop and enhance a personal writing style and competence suitable for academic work and professional life |
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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／Flipped Classroom／Discussion, Debate／Group Work | | | |
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| More details/supplemental information on Active Learning Methods | In order to successfully learn the various skills of Composition II, the make-up of classes consist of three main procedures. First, gain a theoretical understanding of skills and/or content. Second, students complete a number of controlled practice activities in the form of in-class and homework tasks. Finally, students are tested, demonstrating proficiency in the application of respective academic skills. | | | |
| Use of ICT | Google Classroom<br>Personal IT devices<br>E-mail<br>Data Science Lab sessions<br>Online Databases | | | |
| Contents of class preparation and review | Composition II is a homework intensive course. Expect to spend at least two hours on homework and review of class material for every 75-minute class. All homework is to be submitted to the Google classroom platform. Late submissions will not be accepted unless a legitimate reason is given. The weighting of homework is 10% of the total score for Composition II.<br>-All submitted writing must be typed and double spaced in Times New Roman 12-point font, with I inch/25mm margins all around the page<br>-All assessed written submissions must follow the APA style | Hours expected to be spent preparing for class (hours per week) | 3 hours | Hours expected to be spent on class review (hours per week) | 2 hours |
| Feedback Methods | The Composition II 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 | | |
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| Grading Methods | Grading Weights | Grading Content |
| Two Summaries | 20% | Successful completion of written academic language related to main assessment |
| Research Paper One | 20% | The creation of a 1200-word academic paper on approved topic |
| APA Citation Quiz | 10% | Demonstrate working knowledge of APA citation |

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| Language (functional grammar tests) | 20% | Successful completion of written academic language related to main assessment |
| Research Paper Two and Homework | 30% | The creation of a 1200-word academic paper on an approved topic. Homework based on weekly language |

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| Required Textbook(s) | Suggested Resources:<br>Chin, P., & Blalock, Z. (2013). Academic writing skills 3. Cambridge University Press.<br>Ellison, C. (2010). McGraw-Hill's concise guide to writing research papers. McGraw-Hill.<br>https://edisciplinas.usp.br/pluginfile.php/7670722/mod_resource/content/4/Writing%20Research%20Papers.pdf<br>Majid. N. A. et al. (2007). Academic Report Writing: From Research to Presentation. Malaysia: Pearson/ Prentice Hall. |
| Other Reading Materials/URL | Links 'How to write an academic paper'<br>a. https://www.scribbr.com/category/research-paper/<br>b. https://umanitoba.ca/sites/default/files/2020-07/writing-an-academic-paper.pdf<br>c. https://depts.washington.edu/owrcweb/wordpress/wp-content/uploads/2023/02/What-is-an-Academic-Paper.pdf<br>d. https://umanitoba.ca/sites/default/files/2021-06/writing-a-paper_to-distribute.pdf |
| Plagiarism Policy | Do not allow yourself to copy from other sources. Quotations of no more than two referenced sentences are acceptable in Composition II. If a clear case of copying is found, the student will lose 50% of the total score for the respective written work. Alongside of identifiable plagiarism, if it is believed that writing is not that of the student's, a short writing task will be completed in the presence of the instructor.<br>The use of Google translator, ChatGPT, Quillbot, ghost writers and Grammarly<br>As with plagiarism, using google translator and other online tools such as ChatGPT, Quillbot, paid writing services (ghost writers) and Grammarly type apps are not acceptable in the submission of assessed writing at university. In addition to the above, having a person write assessment for this course is also unacceptable. |
| Other Additional Notes (Outline crucial policies and info not mentioned above) | Course Expectations:<br>Be committed. Hard work and diligence frequently bring success. Commit to realizing the best in your writing development and work hard to achieve this goal.<br>Be organized. Create a Composition II schedule and dedicate time to preparing for tests and skill work<br>Be mature. Be respectful towards teachers and classmates take responsibility for your studies and seek assistance from your instructor whenever you need<br>Be prepared and professional. Ensure all assignments and homework are submitted according to deadlines. Class attendance and punctuality is also important to help you benefit from the course<br>* Homework must be submitted on Google classroom within deadlines. Homework submitted past due dates will not be accepted.<br><br>Abbreviations for Academic skills and language<br>LF= Language FocusS= Skill (Academic English)RP1 / RP2 = Research Paper<br><br>LF1: Passive voice<br>LF2: Hedging language<br>LF3: Nominalisation<br>LF4: Cause and Effect<br>LF5: Linking words<br>LF6: Economising language<br>LF7: Articles<br>LF8: Punctuation<br>S1: Paraphrasing<br>S2: APA citation<br>S3: Summarising<br>S4: Critical thinking<br>S5: Explaining visual data |

(NOTE 2) Class schedule is subject to change

| Class Schedule | |
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| Class Number | Content |
| Class 1 | Induction / course requirements / RP1 |
| Class 2 | Academic lang. /paragraph / RP1 |

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| Class 3 | Academic paragraph / RP1 |
| Class 4 | LF1 & LF2 / RP1<br><br>4 / 6 |
| Class 5 | S1 (Paraphrasing) / LF3 |
| Class 6 | S1 & LF3 review |
| Class 7 | LF3 & S1 review (practice) / S2: APA citation |
| Class 8 | LF4 (Cause & Effect) / RP introductions |
| Class 9 | Review of LF4 / LF5 (Linking words) |
| Class 10 | S3 (Summary) / Review of linkers |
| Class 11 | S1 / LF5 practice / S2 practice |
| Class 12 | S3: review & prac. LF6. Economising language |

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| Class 13 | S3: practice 2 |
| Class 14 | RP1<br><br>5 / 6 |
| Class 15 | S4 (Critical thinking) / RP1 |
| Class 16 | S2 APA TEST / LF7 (Articles) / RP1 |
| Class 17 | RP Checklist before submission |
| Class 18 | RP1 In-class draft corrections / checklist |
| Class 19 | RP1 & Summary Due. RP2 intro. / S5 (Explaining visual data) |
| Class 20 | LF5 (Linking word review) / S5 |
| Class 21 | Graph check / Academic phrases for RP2 |
| Class 22 | Graph review |

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| Class 23 | Various LF review and practice |
| Class 24 | RP2 Draft<br><br>6 / 6 |
| Class 25 | LF5 (Linking word) prac. / LF8 (punctuation) |
| Class 26 | RP2 Checklist |
| Class 27 | RP2 Checklist & academic phrases |
| Class 28 | RP2 Checklist & academic phrases |
| Class 29 | Individual feedback of course performance |
| Class 30 | RP2 & Summary Final submission |