

Department	International College of Liberal Arts		
Semester	Fall 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	FNDN103		
Course Title	Expository Research Writing		
Prerequisites	EFAE020 English for Academic Excellence (EFAE) : B OR equivalent, AND Placement test		
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

Course Description	Expository Research Writing (ERW) is an intensive course that focuses on developing and consolidating advanced academic writing skills at the undergraduate level. Students will be admitted to this course only after sitting for and passing the placement test; passing this placement writing exam exempts students from the Composition I, Composition II, and Reading Across Disciplines courses. Expository Research Writing provides opportunities for students to strengthen their academic reading and writing skills through intellectual inquiry and research. Expository Research Writing requires students to write one formal academic paper of 3000 words, the topic of this paper is to be chosen by the students with the approval of the instructor. The paper integrates two essay genres: namely, problem and opinion and solutions. For convenience, the paper is to be referred to as POSA (Problem, Opinion, Solution Assignment). This 3000-word paper (POSA) is divided into two sections: the first (S1, 1500 words) reports on a problem and expresses a respective stance (opinion); the second section (S2, 1500 words) of the paper provides solutions to the topic's problem(s). Part one and two of the assessed paper (P1 & P2) must follow the APA style format, including front matter and end matter. The paper must be presented on Microsoft Word or Google Docs and double spaced in Times New Roman 12-point font, with 1 inch/25mm margins all around the page. The ERW course involves the learning and assimilating academic language that commonly feature in academic writing. Each language focus of ERW will be tested; testing will take place according to class progress (timings may change). The completion of weekly homework tasks based on studied language is also assessed. ERW assessment values / weighting can be seen below. All assigned homework and assessments must be submitted on Google Classroom within deadlines.
Class plan based on course evaluation from previous academic year	Positive and constructive feedback regarding course content was received for the Fall, 2024 semester.
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	<p><u>Learning Goals</u> Students will:</p> <ol style="list-style-type: none"> 1. Improve written competence of a native/near native level. 2. Understand various kinds of written texts. 3. Present facts, ideas, and opinions in written academic English. 4. Improve critical thinking and writing skills 5. Learn how to edit for grammatical correctness and clarity of expression. 6. Learn how to write a problem, opinion and solution academic paper. 7. Become competent at analysing, paraphrasing, critiquing, and discussing texts. 8. Develop the various skills that lead to worthwhile research and effective undergraduate academic research writing. 9. Develop the ability to integrate outside sources into one's writing. 10. Develop the ability to paraphrase and quote accurately. 11. Develop the ability to report a problem(s), express an opinion on this problem(s) and discuss respective solution 12. Develop the ability to locate, select, evaluate, and integrate information and ideas to develop a logical academic thesis. 13. Become familiar with and adept at using research resources, especially those available in the YGU library and on the World Wide Web. 14. Become skilled at using APA citations. 15. Gain an appreciation for academic English and research discourse diversity and develop requisite critical thinking abilities. 16. Develop the time management skills and diligence necessary to complete an undergraduate academic research project. 17. Develop and enhance a personal writing style suitable for academic work and professional life.

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				
More details/supplemental information on Active Learning Methods	Problem-Based Learning/Flipped Classroom/Discussion, Debate/Group Work				
Use of ICT	Google Classroom Personal IT devices E-mail Online Databases				
Contents of class preparation and review	Plan to spend at least 1-2 hours preparing for each hour in class by reviewing previous class content and completing all assigned tasks. All Homework will be submitted via Google Classroom.	Hours expected to be spent preparing for class (hours per week)	4 hours	Hours expected to be spent on class review (hours per week)	2 hours
Feedback Methods	The ERW instructor will provide in-class feedback on 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
Paper one, first section (POSA1)	30%	1500 words
Paper one, second section (POSA2)	30%	1500 words
Academic language / skills	20%	Quizzes
Homework	20%	Class work material / essay outline & notes

Required Textbook(s)	Course content and assessment requirements will be provided through Google Classroom and in-class handouts. Suggested Resources: Please note that the following serve as a guide and are not prescriptive of ERW assessment requirements. Chin, P., & Blalock, Z. (2013). Academic writing skills 3. Cambridge University Press. Ellison, C. (2010). McGraw-Hill's concise guide to writing research papers. McGraw-Hill. https://edisciplinas.usp.br/pluginfile.php/7670722/mod_resource/content/4/Writing%20Research%20Papers.pdf Majid 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 a. https://www.scribbr.com/category/research-paper/ b. https://umanitoba.ca/sites/default/files/2020-07/writing-an-academic-paper.pdf c. https://depts.washington.edu/owrcweb/wordpress/wp-content/uploads/2023/02/What-is-an-Academic-Paper.pdf d. https://umanitoba.ca/sites/default/files/2021-06/writing-a-paper-to-distribute.pdf

Plagiarism Policy	Unreferenced Copy and pasting (plagiarism) & use of writing services (ChatGPT, Quillbot etc.) are not permitted. Do not copy and paste from published sources. Quotations of no more than two referenced sentences are acceptable in ERW. 50% of the total score for respective written work will be lost if plagiarism / academic misconduct is detected. A short writing task will be completed in the presence of the instructor if academic is suspected. No penalty will be imposed if there is no difference in the standard of writing in the two written submissions. As with plagiarism, the use of google translator and other online tools such as google translator, ChatGPT, Quillbot or paid writing services (ghost writers) and Grammarly type apps are not acceptable. Extended writing (POSA) will be subject to plagiarism checkers. It is advised that students utilize plagiarism checkers before the submission of work.
Other Additional Notes (Outline crucial policies and info not mentioned above)	The following policies apply to all courses department wide, and must be strictly upheld to pass ERW: -Absences and late-arrivals: Students should attend 90% of class meetings and need a written excuse from a legitimate medical facility or convincing evidence of a family or personal emergency to receive an excused absence. -3 late arrivals = one absence. In-class exams cannot be repeated. However, students who have received an excused absence will not be penalized for in-class work on scheduled assessment days and may sit exams on agreed dates. Please note that attendance will not be allocated if a student enters class 20 minutes or more after class start. Course Expectations: 1.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. 2.Be organized. Create an ERW schedule and dedicate time to preparing for tests and skill work 3.Be mature. Be respectful towards teachers and classmates, take responsibility for your studies and seek assistance from your instructor whenever you need 4.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.

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	-Introduction: Course/ syllabus explanation/ grading system/ class expectations etc. -Joining Google Classroom -Writing about your aspirations (Microsoft Word)
Class 2	-The overall construct of an academic paper. -Choosing a topic for POS (Problem, Opinion and Solution essay) -Defining academic language /convention (Part 1) 1.Sentence types 2.Passive voice
Class 3	-The construct of an academic paper (Introduction). -Defining academic language and convention (Part 2) 3.Nominalisation 4.Synonyms and Collocations
Class 4	-The construct of an academic paper (Introduction cont.). -Defining academic language and convention (Part 3) 5.Reporting verbs 6.Hedging
Class 5	-The construct of an academic paper (Body). -Defining academic language and convention (Part 4) 7. Paragraph organisation 8. Linkers and connectors
Class 6	-The construct of an academic paper (Body cont.). -Defining academic language and convention (Part 5) 7. Paragraph organisation 9. APA referencing 10. Paraphrasing

Class 7	<ul style="list-style-type: none"> -The construct of an academic paper (conclusion). -Paraphrasing practice -Linkers and connectors
Class 8	<ul style="list-style-type: none"> -Writing a paper's introduction (practice). Topic: IT impacts on College Students. -Defining academic language /convention (Part 1) REVIEW 1. Sentence types 2. Passive voice
Class 9	<ul style="list-style-type: none"> -Writing a paper's introduction cont. (POSA) -Defining academic language /convention TEST (Part 1) 1. Sentence types 2. Passive voice
Class 10	<ul style="list-style-type: none"> -Writing a paper's introduction cont. (POSA).
Class 11	<ul style="list-style-type: none"> -Writing body paragraphs (practice). Topic: IT impacts on College Students.
Class 12	<ul style="list-style-type: none"> -Writing body paragraphs (practice) cont. Topic: IT impacts on College Students. -Defining academic language and convention (Part 2) REVIEW 3. Nominalisation 4. Synonyms and Collocations
Class 13	<ul style="list-style-type: none"> -Planning / writing body paragraphs cont. (POSA) -POSA (S1) Due -Defining academic language and convention TEST (Part 2) 3. Nominalisation 4. Synonyms and Collocations
Class 14	<ul style="list-style-type: none"> -Planning / writing body paragraphs cont. (POSA)
Class 15	<ul style="list-style-type: none"> -Writing body paragraphs cont. (POSA)
Class 16	<ul style="list-style-type: none"> -Writing body paragraphs cont. (POSA) -Defining academic language and convention (Part 3) REVIEW 5. Reporting verbs 6. Hedging

Class 17	-POSA Solutions (S2) -Defining academic language and convention TEST (Part 3) 5. Reporting verbs 6. Hedging
Class 18	-POSA Solutions (S2)
Class 19	-POSA Solutions (Planning / writing body paragraphs)
Class 20	-POSA Solutions (Writing body paragraphs) -Defining academic language and convention (Part 4) REVIEW 7. Paragraph organisation 8. Linkers and connectors
Class 21	-Readapting/adding to POSA' s introduction for solutions section -Defining academic language and convention TEST (Part 4) 7. Paragraph organisation 8. Linkers and connectors
Class 22	-Readapting/adding to POSA' s introduction for solutions section cont.
Class 23	-POSA Solutions (Writing body paragraphs)
Class 24	-Defining academic language and convention (Part 5) REVIEW 9. APA referencing 10. Paraphrasing
Class 25	-Defining academic language and convention Test (Part 5) 9. APA referencing 10. Paraphrasing
Class 26	-POSA Solutions (Writing body paragraphs)

Class 27	-POSA Solutions (Writing body paragraphs)
Class 28	-POSA Solutions (Writing body paragraphs)
Class 29	-POSA Solutions (Writing body paragraphs)
Class 30	-POSA Solutions (Writing body paragraphs) - POSA (S2) DUE