

Department	International College of Liberal Arts		
Semester	Spring 2023	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 * Must be taken along side of Composition One if entry test is not passed		
Course Instructor	DUA Kanupriya	Year Available (Grade Level)	1
Subject Area	Foundation Courses	Number of Credits	1
Class Style	Seminar	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) 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	The Composition Lab (Comp Lab) is designed to assist those students who lack the necessary grammatical knowledge and skills to successfully manage Composition One and Composition II. Comp Lab provides instruction and controlled practice of essential grammar and syntax found in extended academic writing. The module concentrates on various grammatical forms, tenses and three main sentence types frequently applied in academic writing. In sum, the Comp Lab module essentially acts as a preparatory course in the understanding and successful assimilation of grammar required in written assessment at the university level.
Class plan based on course evaluation from previous academic year	This course is modified to suit those struggling in Composition 1. Please note that the syllabus of this course is subject to change because it varies according to the proficiency level of the students who enrol on Comp 1. However, the grammar listed in the week-by-week format below is a rough overview of what is fundamentally essential for anyone learning to write in English.
Course related to the instructor's practical experience (Summary of experience)	Not applicable
Learning Goals	Students will attain a thorough understanding and application of grammatical language, and students will be able to write coherent grammatical structures, which are of paramount importance in composing paragraphs in extended academic essays. At the end of this course, students will be able to demonstrate proficiency in applying the following grammatical structures

iCLA Diploma Policy	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	This class follows a workshop method: learning by doing format.
Use of ICT in Class	Google Classroom and Zoom
Use of ICT outside Class	Google Classroom and Zoom
Expected study hours outside class	One hour for each hour of class
Feedback Methods	Written feedback in class (on-the-spot correction) is the same as Composition 1.

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
In class written assignments	50%	
Grammar based Quizzes	50%	

Required Textbook(s)	None.
Other Reading Materials/URL	Suggested sources Murphy, R. (1985). English grammar in use (Third Edition). Aarts, B. (2011). Oxford Modern English Grammar Illustrated Edition. Azar, B, S. (2016) Understanding and Using English Grammar 5th Edition.

Plagiarism Policy	This course encourages and equips students to learn and apply grammar in their day-to-day writing. Therefore, it is integral that students resort to no unfair means in this course or any other writing throughout their college careers. Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. Depending on plagiarism, you may fail the assignment or the course. In addition, repeated acts of plagiarism will be reported to the University, which may apply additional penalties.
Other Additional Notes	None

(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	シラバスの説明、システム (UNIPA) 動作確認 Syllabus & System (UNIPA) Check リベラルアーツとは？ What is a Liberal Arts education? 1、定義 definitions 2、歴史 history
Class 2	Week1-2 What is a Liberal Arts education? 3、リベラルアーツの主な要素となぜ現代社会に必要か？を検証する Major elements of liberal arts/ Why are they important for modern society?
Class 3	Week 2-1 What's liberal arts education? Why do you study liberal arts? 課題 1. What's a liberal arts education? Write your opinion using the materials we studied in class. 授業で学んだことを使って、リベラルアーツとは何か書いてください。 2. Why do you study liberal arts? Write your opinion using the materials we studied in class. 授業で学んだことを使って、リベラルアーツを学ぶ理由を書いてください。

Class 4	<p>Week 2-2 誰にとっての真実か？マスコミ各紙を比べて、「事実」の解釈の違いを知る Truth According to Whom? Let's compare newspaper articles and see how different their claims are.</p> <p>目標： 真実とは何かを検証することでクリティカルシンキングを深める マスメディア（伝統的メディア）と世論や権力との相互作用の基本を理解する Objectives: Develop critical thinking skills by examining the concept of truth Gain a basic understanding of how traditional media interact with public opinion or authorities.</p> <p>In this segment, we will compare and contrast media reports/press releases, and speeches on the same topic from various countries/ companies, and study how different their tones are. Example 1: the end of WWII (Japan, South Korea, and China) Example 2: Japan's defense spending (Japanese newspaper, the New York Times, Xinhua, and Yonhap)</p>
Class 5	<p>Week 3-1 誰にとっての真実か？マスコミ各紙を比べて、「事実」の解釈の違いを知る Truth According to Whom? Let's compare newspaper articles and see how different their claims are.</p> <p>目標： 真実とは何かを検証することでクリティカルシンキングを深める マスメディア（伝統的メディア）と世論や権力との相互作用の基本を理解する Objectives: Develop critical thinking skills by examining the concept of truth Gain a basic understanding of how traditional media interact with public opinion or authorities.</p> <p>In this segment, we will compare and contrast media reports/press releases, and speeches on the same topic from various countries/ companies, and study how different their tones are. Example 1: the end of WWII (Japan, South Korea, and China) Example 2: Japan's defense spending (Japanese newspaper, the New York Times, Xinhua, and Yonhap)</p>
Class 6	<p>Week 3-2 日本は防衛費を増やすべきか否か？ Should Japan increase its defense spending? Lecture on basic facts</p>
Class 7	<p>Week 4-1 ディベート大会 /Debate (1) 日本は防衛費を増やすべきか否か？ Should Japan increase its defense spending? グループ準備</p>
Class 8	<p>Week 4-2 ディベート大会 / Debate (1) 日本は防衛費を増やすべきか否か？ Should Japan increase its defense spending? 50分 50 minutes</p>

Class 9	<p>Week 5-1 ディベート大会/ Debate (1) 日本は防衛費を増やすべきか否か？ Should Japan increase its defense spending?</p> <p>Reflection (1) ディベートを通して学んだこと：今回のディベートを通してこの授業の目的のどの部分が果たせたと思いますか？ Which part of the course objectives do you think you have achieved by the debate? How do you assess your achievement? * この授業の目的：Course Objectives ・(1) learn basic debating skills to present ideas, argue, counter-argue, defend their ideas or modify them when necessary = Critical Thinking Skills ・(2) learn how to take an interdisciplinary, Global Approach =Critical Thinking Skills ・(3) build basic research, reading, and writing skills =Academic Writing Skills ・(4) gain basic knowledge of / vocabulary on current affairs = General Knowledge</p> <p>(2) ディベートを通してこの問題についての意見が変わりましたか？変わっていない、と答えた場合、その理由。変わったと答えた場合にはどう変わったかを述べてください。 How did the debate change your views on the issue? If your answer is no, please list the reasons why you think so. If your answer is yes, please write how your views have changed.</p>
Class 10	<p>Week 5-2 文学は歴史もジャンルも文化も超える シェークスピアの原文と演劇のアダプテーション Literature can go beyond historical, national, and cultural borders. Three adaptations of Shakespeare's Hamlet.</p> <p>-Lecture -</p> <p>Watch three performances of Hamlet, Act 3, Scene 1. Kenneth Branagh HD (performed in 2013)・ https://www.youtube.com/watch?v=SjuZq-8PUw0&t=52s</p> <p>Andrew Scott performed in 2019/01/01・ https://www.youtube.com/watch?v=q6CLdC19TB0&t=115s</p> <p>Paapa Essiedu Performed in 2018/01/17・ パーパ エシエド (エッシードウ) https://www.youtube.com/watch?v=7dZMJM-LGzQ&t=145s Paapa Essiedu on Hamlet Hamlet 2016 Royal Shakespeare Company 2020/11/04 https://www.youtube.com/watch?v=s5gFSbGjanM</p>
Class 11	<p>Week 6-1 文学は歴史もジャンルも文化も超える シェークスピアの原文と演劇のアダプテーション Literature can go beyond historical, national, and cultural borders. Three adaptations of Shakespeare's Hamlet.</p> <p>課題： (1) 好きなパーツを演じる Recital (2) Essay Writing エッセイを書く</p> <p>Write a 5-paragraph essay on the performance you like the most. The essay must contain 1) A thesis statement 2) at least two reasons why you like it 3) Support these reasons with examples, details, and facts. 4) A concluding statement 5) Include a rebuttal if you can (You will get extra points on this category of critical thinking)</p>
Class 12	<p>Week 6-2 論文の書き方 (APA Style) 引用の仕方 剽窃とは</p>
Class 13	<p>Week 7-1 論文トピック選び。リサーチの仕方 (図書館の使い方)</p>

Class 14	<p>Week 7-2 フェイクニュース、SNS、言論の自由：レクチャー Fake News, Social Media, and Freedom of Speech: Lecture https://ygufaculties-my.sharepoint.com/:p:/g/personal/kawakami_sumie_c2c_ac_jp/EUmq1tdd3atBhIDggHbxrc4B62-yLmgznzAwX6bdeVi4nHA?e=SkzvfI</p> <p>Objectives - Develop critical thinking skills by examining the concept of freedom -Look at both sides of an argument Gain a basic understanding of evaluating sources Gain a basic understanding of working with web content and AI software</p>
Class 15	<p>Week 8-1 フェイクニュース、SNS、言論の自由：実際にニュースを評価してみる（基準：（１）出典、（２）日付、（３）著者、（４）サイト自体の信憑性、（５）他のサイトに出ている情報との比較、（５）これまでの常識とどう違うか、（６）これらを総合的に判断） Fake News, Social Media, and Freedom of Speech: Evaluating news</p> <p>Objectives - Develop critical thinking skills by examining the concept of freedom -Look at both sides of an argument Gain a basic understanding of evaluating sources Gain a basic understanding of working with web content and AI software</p>
Class 16	<p>Week 8-2 Debate (2) ディベート大会② ChatGPTの使用は授業で禁止されるべきか否か？ Should universities allow students to use ChatGPT for their essays?</p> <p>Lecture</p>
Class 17	<p>Week 9-1 Debate (2) ディベート大会② ChatGPTの使用は授業で禁止されるべきか否か？ Should universities allow students to use ChatGPT for their essays?</p> <p>グループ準備</p>
Class 18	<p>Week 9-2 Debate (2) ディベート大会② ChatGPTの使用は授業で禁止されるべきか否か？ Should universities allow students to use ChatGPT for their essays?</p> <p>50分</p>
Class 19	<p>Week 10-1 Debate (2) ディベート大会② ChatGPTの使用は授業で禁止されるべきか否か？ Should universities allow students to use ChatGPT for their essays?</p> <p>課題：Reflection (1) ディベートを通して学んだこと：今回のディベートを通してこの授業の目的のどの部分が果たせたと思いますか？ Which part of the course objectives do you think you have achieved by the debate? How do you assess your achievement? * この授業の目的：Course Objectives ・(1) learn basic debating skills to present ideas, argue, counter-argue, defend their ideas or modify them when necessary = Critical Thinking Skills ・(2) learn how to take an interdisciplinary, Global Approach =Critical Thinking Skills ・(3) build basic research, reading, and writing skills =Academic Writing Skills ・(4) gain basic knowledge of / vocabulary on current affairs = General Knowledge</p> <p>(2) ディベートを通してこの問題についての意見が変わりましたか？変わっていない、と答えた場合、その理由。変わったと答えた場合にはどう変わったかを述べてください。 How did the debate change your views on the issue? If your answer is no, please list the reasons why you</p>
Class 20	<p>Week 10-2 論文計画の作成 Presentations on their plans for research papers.</p>

Class 21	Week 11-1 論文計画の発表
Class 22	Week 11-2 平等と公正 Equality and Equity Lecture
Class 23	Week 13-1 平等と公正 Equality and Equity Lecture 男女共同参画白書 令和4年版 全体版 (HTML形式) https://www.gender.go.jp/about_danjo/whitepaper/r04/zentai/index.html
Class 24	Week 13-2 どうすれば男女の賃金格差が縮小するか？ <グループディスカッション> 女性の割合が少ない役職では女性を優先して昇進させる 配置基準を満たす従業員から女性を優先して配置する 女性に社内訓練や研修を積極的に実施する 家庭責任のある女性でも昇進基準を満たせるように制度を見直す 管理職に女性を積極的に登用する など、方策を討議する
Class 25	Week 13-2 どうすれば男女の賃金格差が縮小するか？ グループディスカッション まとめ
Class 26	The World' s Biggest Companies & Richest People Objectives - Learn basic terms on economics and finance Learn basics on how the world' s economy and big companies work (have big they actually are!)
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Class 29	論文執筆 Writing research papers
Class 30	論文提出 振り返り Submission of research papers/ Wrapping up...