

## I. Mori Grant Proposal

### SFC Writing Consultancy

The increase of international students in the graduate school, and the growing participation of the SFC faculty in international conferencing, has led to the need for an autonomous writing consultancy that can provide high-level ESP/Professional English instruction and conferencing support for our SFC Academic community.

### Program

The consultancy will cover two areas: classes that will assist students at the graduate school to produce standard English-language papers; and person-to-person support for faculty members and the administration for English questions related to international conferences and publication.

#### A. Classes for the Graduate School

- 1) Introduction to Graduate Studies – an overview of the basic concepts of original research, argumentation, publication; and a focus on the roles of advisor, oral exams and conferences.
- 2) Introduction to Academic Communications - an overview of the functions of English rhetoric for academic papers and conference presentations. The course will focus on the structures of logic as they affect paper writing; it is important to emphasize that this is NOT a paper-writing course, nor will the instructors have time to read and edit individual papers.
- 3) Thesis Development – a focus course on developing a thesis statement. The class will examine the various parts of a thesis statement and the expectations in Academic communications between research, thesis and

argumentation.

4) Research and. Argumentation – this course will examine the principles of qualitative and quantitative research methodologies, and how they offer argumentative support to the various premises of the research.

5) Thesis Writing I – will examine the role of outlining and organization in developing a thesis.

6) Thesis Writing II – a writing workshop (based on peer review) for students completing their written thesis.

#### B. Consultancies for the SFC Academic Community

1) Abstract Writing – held in the Graduate School “Open Space” once a week. This is an open consultancy for any student who would like help writing their abstract for conferences or publications.

2) Conferencing – held once a week in the Kongo Iriyo faculty (space to be provided.) This is an open consultancy for faculty members who wish to consult on style, frame and register of a paper before attending an academic conference.

3) Letters and Translation – held once a week in the ESC lab (Lambda 301.) This is a consultancy for the administration, but open, as well, to the SFC academic community, for the purpose of determining register and language for SFC communications and the SFC web site.

#### The Consultancy Structure

The consultancy should be headed by a full time SFC faculty member with another member as assistant director. These positions will be responsible for administrative work (budget, office communication, schedule, etc.) and the teaching of the two “introductory”

classes. The writing classes and some of the consultancies should be covered by a holder of a term position entitled, Writer-in-residence. This person should be a native or life-time second language speaker of English, and currently (at the time of his/her appointment) involved in academic publication and/or editing. This position will be responsible for covering the four graduate school writing classes, and (at least) the graduate school writing consultancy. General assistance for the director and vice director, and the covering of the other consultancies will be the work of two (initially) Language Consultants selected for the SFC English section.

#### Tentative Schedule for the SFC Consultancy Project

Phase 1: 9/09-4/10, the basic outline of the consultancy will be set up and, (depending on available funding) at least three of the graduate school classes will be offered.

Phase 2: 4/10 – 4/11, implementation of the remaining classes and set up.

Phase 3: 4/11- ?, depending on future funding, the development of a full translation service and the extension of the academic writing classes to the undergraduate level.

Phase 4: ? the development of a full online writing consultancy.

## II. Mori Grant Report

### SFC Writing Consultancy Research Project 2009

Based on the original proposal and the available funds, the SFC Writing Consultancy Research Project (SFC-WCP) decided to focus on two key areas:

1) A practice consultancy at the Graduate School to evaluate and assist student needs in preparing English language theses and articles; and a Faculty Support symposium to support conferencing needs.

In fall 2009 Dr. M. Williams, under the direction of Dr. Y. Takahashi, project head, and D. Freedman conducted an experimental modular consultancy in Tau 22 on Fridays in the 3<sup>rd</sup> period.

10/2 - Introduction to Academic Writing

10/9 - Thesis Statements

10/16 - Writing Up Research

10/23 - Argumentation and Discussion

10/30 - Abstract Writing

11/ 6 - Summary

Mr. Miyairi, the project R.A. help prepare and compile a questionnaire that helped analyze participants needs and expectations, and evaluate the users expectations, of the open consultancy format as opposed to a traditional class structure.

A model Faculty Conferencing Symposium was held at the SFC Kongo Iriyo Faculty on 11/13 in the 4<sup>th</sup> period by Dr. M. Williams and D. Freedman under the direction of Dr. T. Hardy, project member. Mr. Miyairi helped

conduct a post-symposium focus group discussion that sought to gauge the participants' satisfaction with a workshop model symposium.

The results of the above work indicate that the writing support needs of the SFC community would be best served by a series of stepped classes for the graduate school and a series of open consultancies for the rest of our academic community.

## 2) On Site and Online Evaluations of U.S. Universities' Writing Support Programs.

Project member D. Freedman conducted an online survey of U.S. universities with open writing consultancies. Based on the initial results of this survey, project member Dr. N. Sugimoto undertook a research trip to the U.S. from 11/8-11/17 2009. Through on site tours of writing centers and workshops at the University of Illinois at Urbana and interviews with writing center directors, she established a base understanding of the material resources and procedural issues that are involved in creating a "typical" writing support program. Based on further research at the National Communication Association: <http://www.natcom.org/> she compiled a report on the conceptual issues implicit in the establishment of academic writing programs. This research indicates that the best direction for long term writing needs for SFC would be best served by the development of an online writing center. Two sites, in particular, offer models for consideration:

Dartmouth University for its focus on rhetoric and critical thinking allowing the students to apply the resources to

other non-writing areas of academic communications.

<http://www.dartmouth.edu/~writing/index.html>

Purdue University for its "user friendly" design, and the use of web resources for aiding students in all their writing needs.

<http://owl.english.purdue.edu/>

Implicit in these results and recommendations are a number of issues that need to be considered by the SFC academic community as a whole.

- 1) The expectations of the SFC academic community regarding the standard of language and rhetoric for academic work and publications done in English. Should SFC require an adherence to set standards in English academic writing (APA format, argumentation and validity, register and style,) or should we seek to establish our own standard ( i.e. Suzuki Takao; "Englick")
- 2) How to best address the immediate writing support needs of SFC international students, while developing an SFC online Writing Center? In order to begin a discussion of these points and other issues involved in English writing at SFC, the SFC-WCP group will present its findings and recommendations at an SFC Agora in spring 2010.