| Course Title | Communicative English 3-2 | Instructor(s) | Brendan Rodda |
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| E-mail | [brodda@sky.miyazaki-mic.ac.jp](mailto:brodda@sky.miyazaki-mic.ac.jp) |
| Class Format | Lecture | Office Hours | To be determined by individual professors |
| Track | All tracks except TC | Mode of Instruction  (Solo / Omnibus) | Solo |
| Credits | 4 | Allocated Year | Fall Semester 2022 |
| Active Learning | 4-1 Interactive Lectures  4-9 Group Work on Questions  4-10 Think-Pair/Group-Share | Compulsory or  Elective | Compulsory |
| Course Overview | Communicative English (CE) is a four-skills course focussing on *Basic Interpersonal Communicative Skills* (BICS), or conversational proficiency (see references below). The courses are offered every semester at different CEFR levels. | | |
| Course  Objectives | The ultimate objective of CE courses is to prepare students for upper division courses at MIC. Students must achieve minimum scores on standardized exams from outside bodies in order to proceed to their junior year. This typically requires successfully taking three CE courses. Specific targets in writing, grammar, reading, and spoken skills are outlined in the **Communicative English (CE) Schedule (scope and sequence) for each course/CEFR level.** By the end of each course, students will have mastered the knowledge and skills specified in the prescribed textbook. | | |
| Prerequisites | Students must meet appropriate CEFR level as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L). | | |
| Course Schedule | **See CE Schedule (scope and sequence) for each course/CEFR level.**  Homework for each class will include extensive reading, fluency writing (journals) and text-based exercises. | | |
| Assessment  Criteria | * 30% In-class assignments, homework, class performance & discussion, fluency writing * 30% Written & spoken assessment * 20% Extensive reading * 20% Final exam   *Assessment will be based on performance expectations appropriate for each CEFR level. Task completion and timely submission are expected; simply completing work on time is no guarantee of a passing grade. NOTE: Students must pass the final exam in order to pass the course.* | | |
| Teaching  Methodology | For every unit, course objectives will be achieved through active learning strategies, including but not limited to:   * Think-pair-share, pair & group work * Interactive lectures, videos, reading passages with note taking * Task-based activities * Journal writing * Written and oral paraphrasing and summarizing * Role play, facilitated or mediated discussions * Project and/or presentation work | | |
| Textbooks | World Link Developing English Fluency (Cengage/ National Geographic) 4th Edition - Textbook ##  Insert number and letter for the course you are teaching as follows: CE-A021: Textbook 1b; CE-A022: Textbook 2a; CE-A023: Textbook 2b; CE-B011: Textbook 3a; CE-B012: Textbook 3b; CE-B013: Textbook 4a  Additional activities and materials for expansion and review will be supplied by the instructor. | | |
| References | Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction in Street, B. & Hornberger, N. H. (Eds.). Encyclopedia of Language and Education, 2nd Ed., Vol. 2: Literacy. (pp. 71-83). New York: Springer Science + Business Media LLC. | | |
| Diploma Policy Objectives | Work completed in this course helps students achieve the following Diploma Policy objective(s):   1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations 3. The ability to identify and solve problems 4. Advanced communicative proficiency in both Japanese and English 5. Proficiency in the use of information technology | | |
| NOTES | 1) Students are expected to have a charged mobile device or laptop in class to access the various platforms and sites that will be used in the course.  2) Automatic failure of the course will result from missing the equivalent of 10 classes. This includes late arrivals and early departures from class. Note that absence or tardiness will generally not be accepted as a valid excuse for incompletion or late submission of any task or assignment. Appropriate and timely communication by students to instructors is expected. | | |

**Communicative English (CE) Schedule (Scope & Sequence) for CE3-2**

**World Link 3rd Edition Textbook 3a**

| **No.** | **Theme** | **Vocabulary & Grammar** | **Listening & Speaking** | **Reading & Writing** |
| --- | --- | --- | --- | --- |
| **1** | Course introduction. | Icebreakers, Information on syllabus, course rules and expectations, software. | | |
| **2** | Unit 1 Public & Private: *Your Space.* | Vocabulary for home improvements.  Static passive voice. | Listening: Lecture about the Color Wheel;  Podcast about the rules for visiting a place.  Speaking: Making informal suggestions.  Pronunciation: Saying a series of items. | Reading: *Repurposing Public Spaces*.  Using diagrams.  Writing about responding to a public issue. |
| **3** |
| **4** | Unit 1 Public & Private: *Our space.* | Vocabulary for public & private spaces.  Giving permission, expressing prohibition. |
| **5** |
| **6** | Unit 2 *Getting Information:*  *Explain it to me.* | Vocabulary for personal communication.  Subject relative clauses with *who* and *that*. | Listening: *A Unique US Town* video;  Talk about m*ukbang* videos;  Newscast on unique news stories.  Speaking: Expressing uncertainty.  Pronunciation: Rising intonation on tag questions. | Reading: *Viral news*.  Using synonyms.  Investigating and reporting.  Writing an article about a local news story. |
| **7** |
| **8** | Unit 2 Getting Information:  *Have you heard the news?* | Vocabulary for types of news.  Present perfect review. |
| **9** |
| **10** | Unit 3 Milestones:  *Growing Up.* | Vocabulary for coming of age.  Future forms review. | Listening: Speech about accents and speaking a foreign language;  Lecture about emerging adulthood.  Speaking: Talking about plans & needs.  Pronunciation: Emphasizing content words. | Reading: *Almost Identical Strangers.*  Identifying unfamiliar words.  Writing about an important life event. |
| **11** |
| **12** | Unit 3 *Milestones:*  *Big Changes.* | Vocabulary for life changes.  Object relative clauses with *where, when* and *why.* |
| **13** |
| **14** | Extra activities,  review, assessment. | Scope and sequence decided by individual instructors. | | |
| **15** |
| **16** | Unit 4 Men & Women:  *Appearances.* | Vocabulary for ways to improve and change appearances.  Adverbs used with the present perfect. | Listening: Lecture about why men and women take selfies;  Conversation about relationships in a group of friends.  Speaking: Disagreeing politely.  Pronunciation: Coarticulation. | Reading: *Dating Dos and Don’ts.*  Drawing conclusions.  Using context.  Giving advice in an email. |
| **17** |
| **18** | Unit 4 Men & Women: *Big Changes.* | Vocabulary for dating.  Phrasal verbs. |
| **19** |
| **20** | Unit 5 Across Cultures:  *Mind your Manners.* | Vocabulary for appropriateness and respect across cultures.  *It + be + adj. + infinitive / gerund + be + adj.* | Listening: Conversation about classroom respect norms;  Lectures about small talk, body language, and eye-contact.  Speaking: Asking about appropriate behavior.  Pronunciation: Compound nouns. | Reading: *Welcome to Bogota.*  Tips for delivering a presentation.  Creating a *how-to* presentation. |
| **21** |
| **22** | Unit 5 Across Cultures:  *Adjusting to a New Place.* | Vocabulary for intercultural communication.  Present and future time clauses with *when, before, after, as soon as, once.* |
| **23** |
| **24** | Unit 6 Business & Marketing:  *Success Stories.* | Vocabulary for business and commerce.  The passive voice: simple present & simple past. | Listening: Podcast about a unique bookstore;  Commercials about new apps.  Speaking: Asking about a person’s line of work.  Pronunciation: Stress shifts. | Reading: *Life without Billboards.*  Word families.  Writing a commercial. |
| **25** |
| **26** | Unit 6 Business & Marketing:  *Advertising.* | Vocabulary for marketing and advertising.  Connecting ideas with *so, because, although, / even though.* |
| **27** |
| **28** | Projects/ Presentations,  Extra activities, review. | Scope and sequence decided by individual instructors. | | |
| **29** |
| **30** | Review. | Scope and sequence decided by individual instructors. | | |