

Course Title	Academic English (AE) 3-3	Instructor(s)	Rebecca Schmidt
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Class Format	Lecture	Office Hours	Monday 3.00 pm-5.00pm Thursday 10:45-11:45 Other times by appointment (please email)
Track	All tracks	Mode of Instruction (Solo / Omnibus)	Solo
Credits	4	Allocated Year	Every semester
		Compulsory or Elective	Compulsory
Course Overview	Academic English (AE) is a four-skills course focussing on <i>Cognitive Academic Language Proficiency (CALP)</i> , or academic proficiency (see references below). The courses are offered every semester at different CEFR levels.		
Course Objectives	The ultimate objective of AE 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 AE courses. Specific targets in writing, grammar, reading, and spoken skills are outlined in the Academic English (AE) 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.		
MEXT objectives for Teacher Certification Course	<p>Attainment Objectives for Teacher Certification</p> <p>1) To be able to listen to English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.</p> <p>2) To be able to read English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.</p> <p>3) To be able to speak English (in conversation and presentation) to suit the purpose, scene and situation, etc., for various different themes.</p> <p>4) To be able to write English to suit the purpose, scene and situation, etc., for various different themes.</p> <p>5) To be able to execute language activities that integrate multiple themes.</p>		
Prerequisites	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L). Exception: TC students may be placed in classes depending on the availability of TC-qualified instructors.		
Course Schedule	See AE Schedule (scope and sequence) for each course/CEFR level. Homework for every class includes text-based activities and preparation. At the end of each unit, students will also have a larger writing assignment.		
Assessment Criteria	<ul style="list-style-type: none"> • 30% Writing assignments (paragraphs & essays) • 30% Reading assignments and textbook activities • 20% Quizzes & presentations • 20% Final exam <p><i>Assessment will be based on performance 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.</i></p>		

Teaching Methodology	For every unit, course objectives will be achieved through active learning strategies, including but not limited to: <ul style="list-style-type: none"> • Think-pair-share, pair & group work • Interactive lectures, videos, reading passages with note taking • Task-based activities • Written and oral paraphrasing and summarizing • Role play, facilitated or mediated discussions • Project and/or presentation work
Textbooks	Q Skills for Success Reading & Writing (Cambridge University Press) 3 rd Edition - Textbook 2b 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. Council of Europe. 2018. <i>Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors</i> . Strasbourg, France: Council of Europe. https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
Diploma Policy Objectives	Work completed in this course helps students achieve the following Diploma Policy objective(s): <ol style="list-style-type: none"> 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 incompleteness or late submission of any task or assignment. Appropriate and timely communication by students to instructors is expected.

Academic English (AE) Weekly Schedule (Scope & Sequence) for CEFR B1.1 (AE3-2)
Q Skills for Success Reading & Writing 3rd Edition Textbook 2b

Class No.	Theme	Listening, Vocabulary, & Grammar	Reading & Writing
1	Course Introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.	
2	Unit 5: Business. <i>What makes a family business successful?</i>	"A family business" video.	"A successful family business" reading.
3		Using the dictionary.	Reading skill: Skimming.
4		Comparative and superlative adjectives.	"The challenge of running a family business" reading.
5			Critical thinking strategy: drawing conclusions.
6			Writing skill: Unity in a paragraph.
7			Write a plan for a family business.
8	Unit 6: Brain Science. <i>How can you learn faster and better?</i>	"Functions of the brain" video.	"You can read faster and better" reading.
9		Using the dictionary.	Reading skill: Identifying the author's purpose.
10		Infinitives of purpose.	Critical thinking strategy: prediction topics and ideas.
11			"Brain secrets of the most successful students" reading.

12			Writing skill: Describing a process.
13			Write a paragraph describing a process.
14	Extra activities,	Scope and sequence decided by individual instructors	
15	review, assessment		
16	Unit 7: Environmental Science. <i>Do cities need nature?</i>	"Growing cities" video. Phrasal verbs. Simple past and past continuous.	"Take a nature break" reading.
17			Reading skill: Identifying claims and support.
18			"Naturally urban" reading.
19			Critical thinking strategy: Analyzing and evaluating ideas.
20			Writing skill: Using sentence variety.
21			Write an opinion paragraph.
22	Unit 8: Public Health. <i>How can we prevent diseases?</i>	"Science experiments" video. Collocations. Adverbs of manner and degree.	"University health center: Cold news" reading.
23			Reading skill: Synthesizing information.
24			"Preventing disease around the world" reading.
25			Critical thinking strategy: Summarizing main ideas.
26			Writing skill: Writing an explanatory paragraph.
27			Write an explanatory paragraph about an illness.
28	Projects/ Presentations,	Scope and sequence decided by individual instructors.	
29	Extra activities, review.		
30	Review.	Scope and sequence decided by individual instructors.	
1-30	HOMEWORK	After every class, students will have to complete text-based activities and prepare for the next class. At the end of each unit, students will also have a larger writing assignment. Homework assignments are generally due the next class.	

Useful information

Here is the link for Q Skills Online activities

<https://q3e.oxfordonlinepractice.com/app>