

<b>Course Title</b>	Academic English (AE) 1 Advanced	<b>Instructor(s)</b>	All Language Staff
		<b>E-mail</b>	TBA
<b>Class Format</b>	Lecture	<b>Office Hours</b>	TBA
<b>Track</b>	All tracks	<b>Mode of Instruction (Solo / Omnibus)</b>	Solo
<b>Credits</b>	4	<b>Allocated Year</b>	Every semester
<b>Active Learning</b>	3. Written Paraphrases and Summaries 6. Response/Reaction Writing 1. Written Peer Review of Written Work 2. Pause for Reflection 3. Active Listening 4. Close Reading 7. Oral Paraphrases and Summaries	<b>Compulsory or Elective</b>	Compulsory
<b>Course Overview</b>	Academic English (AE) is a four-skills course focussing on <i>Cognitive Academic Language Proficiency</i> (CALP), or academic proficiency (see references below). The courses are offered every semester at different CEFR levels.		
<b>Course Objectives</b>	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. By the end of each course, students will have mastered the knowledge and skills specified in the prescribed textbook as well as any supplemental materials provided by individual professors.		
<b>Prerequisites</b>	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L).		
<b>Course Schedule</b>	<b>See AE Schedule (scope and sequence) below.</b> Homework for every class includes text-based activities and preparation. At the end of each unit, students will also have a larger writing assignment.		
<b>Assessment Criteria</b>	Grades will be determined as follows: Writing assignments (paragraphs and essays) 30% Reading assignments and textbook activities 30% Quizzes & presentations 20% Final Exam 20%.		
<b>Teaching Methodology</b>	For every unit, course objectives will be achieved through active learning strategies, including but not limited to: <ul style="list-style-type: none"> <li>• Think-pair-share, pair &amp; group work</li> <li>• Interactive lectures, videos, reading passages with note taking</li> <li>• Task-based activities</li> <li>• Written and oral paraphrasing and summarizing</li> <li>• Role play, facilitated or mediated discussions</li> <li>• Project and/or presentation work</li> </ul>		

<b>Textbooks</b>	Q Skills for Success Reading & Writing (Cambridge University Press) 3 <sup>rd</sup> Edition - Textbook 3b Additional activities and materials for expansion and review will be supplied by the instructor.
<b>References</b>	Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction in Street, B. & Hornberger, N. H. (Eds.). <i>Encyclopedia of Language and Education</i> , 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. <a href="https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989">https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989</a>
<b>Diploma Policy Objectives</b>	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
<b>NOTES</b>	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.  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)

#### Q Skills for Success Reading & Writing 3<sup>rd</sup> Edition Textbook 4b (B1 level)

Class No.	Theme	Listening, Vocabulary, & Grammar	Reading & Writing
1	Course Introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.	
2	Unit 5: Psychology <i>How do people overcome obstacles?</i>	"Vitamin Deficiencies" video.	"How People Learn to Become Resilient" reading.
3		Vocabulary Skill: Using the dictionary to find the right meaning.	Reading skill: Using referents to understand contrast
4		Grammar: Shifts between past and present time frames	"The Climb of My Life" reading.
5			Critical thinking strategy: Justifying your opinion of a text
6			Write a <b>narrative essay</b> .
7			
8	Unit 6: Neurology <i>Are you a good decision maker?</i>	"Intuition" video.	"The Lazy Brain" reading.
9		Vocabulary Skill: Phrasal verbs	Reading skill: Using a graphic organizer.
10		Grammar: Gerunds and Infinitives	"Problem-solvers: Which one are you?" reading.
11			Critical thinking strategy: Classifying information
12			Write an <b>analysis essay with reasons and examples</b> .

13			
14	Extra activities,	Scope and sequence decided by individual instructors	
15	review, assessment		
16	Unit 7: Economics <i>Can a business earn money while making a difference?</i>	"Ecotourism" video. Vocabulary Skill: Collocations with verbs Grammar: Complex sentences	"FEED Projects: How a Bag Can Feed Children in Many Ways" reading. Reading skill: Using a timeline.
17			
18			"A New Business Model: Do Well While Doing Good" reading. Critical thinking strategy: Adding details to support statements
19			
20			Write a <b>cause / effect essay</b> .
21			
22	Unit 8: Behavioral Studies <i>What does it take to be successful?</i>	"Sports Scholarships in the USA" video. Vocabulary Skill: Collocations with adjectives plus prepositions Grammar: Sentence fragments	"Fast Cars, Big Money" reading. Reading skill: Scanning a text
23			
24			"Practice Makes . . . Pain?" reading. Critical thinking strategy: Identifying Problems and Solutions.
25			
26			Write an <b>argumentative essay</b> .
27			
28	Final Essays and Review	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>