

Course Title	Academic English 2 (advanced)	Instructor(s)	All Language Faculty
		E-mail	TBA
Class Format	Lecture	Office Hours	TBA
Track	All tracks	Mode of Instruction (Solo / Omnibus)	Solo
Credits	4	Allocated Year	Every semester
Active Learning	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	Compulsory or Elective	Compulsory
Course Overview	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.		
Course Objectives	The ultimate objective of AE courses is to prepare students for upper division courses at MIU. 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.		
Prerequisites	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L).		
Course Schedule	See AE Schedule (scope and sequence) below. 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	Grades will be determined as follows: Writing assignments (paragraphs and essays) 30% Reading assignments and textbook activities 30% Quizzes & presentations 20% Final Exam 20%.		
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 (Oxford University Press) 3 rd Edition - 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. 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): 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. 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 3rd Edition Textbook 4a (B1/B2 level)

Class No.	Theme	Listening, Vocabulary, & Grammar	Reading & Writing
1	Course Introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.	
2	Unit 1: Sociology <i>What makes someone admirable?</i>	"Volunteer Hairdresser" video.	"We All Need a Role Model" reading.
3		Vocabulary Skill: Using the dictionary.	Reading skill: Previewing and Predicting
4		Grammar: Restrictive Relative	"Everyday Heroes" reading.
5		Clauses	Critical thinking strategy: Ordering Ideas
6			Write an analysis essay .
7			
8	Unit 2: Behavioral Science <i>How do marketers get our attention?</i>	"Predictive Advertising" video.	"Your Guide to Generation Z" reading.
9		Vocabulary Skill: Collocations with nouns	Reading skill: Highlighting and Annotating
10		Grammar: Definite and indefinite	"This Is Why You're Addicted to Your Phone" reading.
11		articles	Critical thinking strategy: Discussing ideas
12			Write a descriptive essay .
13			

14	Extra activities, review, assessment	Scope and sequence decided by individual instructors	
15			
16	Unit 3: Developmental Psychology <i>What important lessons do we learn as young people?</i>	"Robin Goodman on Children Who Want to Quit" video. Vocabulary Skill: Prefixes and Suffixes Grammar: Past perfect and past continuous	"The Difference Between Fitting In and Belonging, and Why It Matters" reading. Reading skill: Making Inferences.
17			"Life Lessons I Learned from My Dad in 23 Years" reading. Critical thinking strategy: Relating to the Reading
18			Write a narrative essay .
19			
20			
21			
22	Unit 4: Science and Technology <i>How can science improve lives?</i>	"Inventions to Save the Planet" video. Vocabulary Skill: Using the dictionary to distinguish between homonyms Grammar: Subordinators and transitions to compare and contrast	"Five Innovative Technologies That Bring Energy to the Developing World" reading. Reading skill: Understanding comparisons and contrasts
23			"This Device Pulls Water Out of Desert Air" reading. Critical thinking strategy: Categorizing Information
24			Write a compare and contrast essay .
25			
26			
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>