

<b>Course Title</b>	TCE206 TC English	Instructor(s)	Craig Yamamoto
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<b>Class Style</b>	Lecture	Office Hours	Will be given in class
<b>Track</b>	English Education	Mode of Instruction (Solo / Omnibus)	Solo
<b>Credits</b>	2	Allocated Year	Fall semester, 2nd-year
<b>Active Learning</b>	4-1 Interactive Lectures 4-9 Group Work on Questions 4-10 Think-Pair/Group-Share	Compulsory or Elective	Compulsory
<b>Course Overview</b>	TC English is a four-skills course focussing on <i>Basic Interpersonal Communicative Skills</i> (BICS), or conversational proficiency (see references below). This is a mixed level course for all English Education track students. This is the final four skills language course for this track. The level of this course is CEFR B1+, so doing well in this course presumably indicates the ability to score over 600 on the TOEIC test.		
<b>Course Objectives</b>	<p>The ultimate objective of TC English courses is to prepare students for upper division courses at MIC. Students must achieve minimum scores on standardized exams from outside bodies to proceed to their junior year. By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>Describe important inventions, elicit ideas, suggest solutions, discuss how things have been improved, describe something they invented</li> <li>describe events in the past, express worry, reassure someone, talk about how things might have been, describe a memorable day</li> <li>speculate about everyday solutions, express probability and improbability, ask and speculate about historical events, discuss the power of memory</li> <li>report what people say, change and return to the topic, report what people ask, discuss different perspectives</li> <li>talk about getting things done, take time to think in an interview, close an interview, ask and talk about future goals, discuss future careers</li> <li>discuss environmental trends, support and not support an opinion, discuss ways to improve their community, discuss ways to raise awareness.</li> </ul>		
<b>Prerequisite</b>	NONE		
<b>Course Schedule</b>	No	Contents	Homework
	01	Introduction / Unit 7 - New ways of thinking A/B Grammar: <i>so</i> and <i>such</i> ; The passive Vocabulary: positive/negative descriptions; verb/noun formation	Review syllabus
	02	Unit 7 - New ways of thinking A/B Grammar: <i>so</i> and <i>such</i> ; The passive Vocabulary: positive/negative descriptions; verb/noun formation	Online Workbook 7A/B
	03	Introduction / Unit 7 - New ways of thinking C/D Grammar: <i>so</i> and <i>such</i> ; The passive Vocabulary: positive/negative descriptions; verb/noun formation	Online Workbook 7C/D; <b>Unit 7 Quiz</b>
	04	Unit 8 - Lessons in life A/B Grammar: past perfect; third conditional Vocabulary: prefixes: <i>mis-/dis-/re-</i> ; expressions with <i>make</i> and <i>get</i>	Online Workbook 8A/B
	05	Unit 8 - Lessons in life C/D Grammar: past perfect; third conditional Vocabulary: prefixes: <i>mis-/dis-/re-</i> ; expressions with <i>make</i> and <i>get</i>	Online Workbook 8C/D; <b>Unit 8 Quiz</b>
	06	Unit 9 - Can you believe it? A/B Grammar: Past modals for speculating; Embedded questions Vocabulary: Suffixes: <i>-ful/-less</i> ; mysterious events	Online Workbook 9A/B
	07	Unit 9 - Can you believe it? C/D Grammar: Past modals for speculating; Embedded questions Vocabulary: Suffixes: <i>-ful/-less</i> ; mysterious events	Online Workbook 9C/D; <b>Unit 9 Quiz</b>
	08	Midterm Writing Report	<b>Midterm Writing Report</b>

<b>Course Schedule</b>	09	Unit 10 - Perspectives A/B Grammar: reported statements; reported <i>yes/no</i> questions Vocabulary: three-word phrasal verbs; verbs+prepositions	Online Workbook 10A/B
	10	Unit 10 - Perspectives C/D Grammar: reported statements; reported <i>yes/no</i> questions Vocabulary: three-word phrasal verbs; verbs+prepositions	Online Workbook 10C/D; <b>Unit 10 Quiz</b>
	11	Unit 11 - The real world A/B Grammar: causative <i>get</i> and <i>have</i> ; future continuous vs future with <i>will</i> Vocabulary: word partners; setting goals	Online Workbook 11A/B
	12	Unit 11 - The real world C/D Grammar: causative <i>get</i> and <i>have</i> ; future continuous vs future with <i>will</i> Vocabulary: word partners; setting goals	Online Workbook 11C/D; <b>Unit 11 Quiz</b>
	13	Unit 12 - Finding solutions A/B Grammar: present continuous passive; infinitive passive; linking words Vocabulary: preventing pollution; community improvement	Online Workbook 12A/B
	14	Unit 12 - Finding solutions C/D Grammar: present continuous passive; infinitive passive; linking words Vocabulary: preventing pollution; community improvement	Online Workbook 12C/D
	15	Final Writing Report	<b>Final Writing Report</b>
<b>Grading</b>	<ul style="list-style-type: none"> <li>• 30% In-class assignments, class performance and discussion, fluency writing</li> <li>• 20% Written and spoken assessment</li> <li>• 30% Extensive reading and writing work</li> <li>• 20% Final exam</li> </ul> <p><i>Assessment will be based on performance expectations appropriate for each CEFR level. Task completion and timely submission are a given; simply completing work on time is no guarantee of a passing grade.</i></p> <p><b>NOTE: Students must pass the final exam in order to pass the course.</b></p>		
<b>Teaching Methodology</b>	<p>For every unit, course objectives will be achieved through active learning strategies, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Think-pair-share, pair &amp; group work, task-based activities</li> <li>• Interactive lectures, videos, reading passages with note taking, journal writing</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>	<p>Four Corners (Cambridge) 2nd Edition - Textbook level 4b Additional activities and materials for expansion and review will be supplied by the instructor.</p>		
<b>References</b>	<p>Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction in Street, B. &amp; Hornberger, N. H. (Eds.). Encyclopedia of Language and Education, 2nd Ed., Vol. 2: Literacy. (pp. 71-83). New York: Springer Science + Business Media LLC.</p> <p>Council of Europe. 2018. Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors. 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></p>		
<b>NOTES</b>	<p>Students with TOEIC scores below 500; must spend additional time to improve their language skills, including asking the professor for assistance with learning strategies and practice.</p>		