

<b>Course Title</b>	Academic English 2	<b>Instructor(s)</b>	All Language Faculty
		<b>E-mail</b>	Will be given in class
<b>Class Style</b>	Lecture	<b>Office Hours</b>	Will be given in class
<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 (CALP)</i> , 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. Specific targets in writing, grammar, reading, and spoken skills are outlined in the <b>Academic English (AE) Schedule (scope and sequence) for each course/CEFR level</b> . By the end of each course, students will have mastered the knowledge and skills specified in the prescribed textbook.		
<b>Prerequisite</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>	No	Theme	Listening, Vocab, Grammar
	01	Course Introduction / Rethinking the Good Life	Writing Sample
	02	RDG: Rethinking the Good Life comp. & discussion AW: Chapter 3 - Organizing Info by Time Order	RDG: Rethinking the Good Life vocab/gram AW: Online Workbook Chapter 3
	03	RDG: Rethinking the Good Life comp. & discussion AW: Chapter 4 - Organizing Info by Order of Importance	RDG: Rethinking the Good Life vocab/gram AW: Online Workbook Chapter 4
	04	RDG: Review and quiz on Rethinking the Good Life AW: Review Chap.3~4 and assessment	RDG: Preview Global Warming AW: Online Workbook Chapter 4
	05	RDG: Global Warming comprehension and discussion AW: Chapter 6 - Understanding the Writing Process	RDG: Global Warming vocab/grammar AW: Online Workbook Chapter 6
	06		
	07	RDG: Global Warming comprehension and discussion AW: Review Chapter 6 and assessment	

	08	RDG: Review and quiz on Global Warming AW: Chapter 7 - Supporting the Main Idea	RDG: Preview William Kamkwamba AW: Online Workbook Chapter 7
	09	RDG: William Kamkwamba comp. and discussion AW: Chapter 7 - Supporting the Main Idea	RDG: William Kamkwamba vocab/grammar AW: Online Workbook Chapter 7
	10	RDG: William Kamkwamba comp. and discussion AW: Review Chapter 7 and assessment	
	11	RDG: William Kamkwamba comp. and discussion AW : Chapter 8 - Explaining a Process	RDG: William Kamkwamba vocab/grammar AW: Online Workbook Chapter 8
	12	RDG: Review and quiz on William Kamkwamba AW: Chapter 8 - Explaining a Process	RDG: Preview Habitat Destruction AW: Online Workbook Chapter 8
	13	RDG: Habitat Destruction comp. and discussion AW: Review Chapter 8 and assessment	RDG: Habitat Destruction vocab/grammar AW: Online Workbook Chapter 8
	14	RDG: Habitat Destruction comp. and discussion AW: Chapter 9 - Writing Descriptions	RDG: Habitat Destruction vocab/grammar AW: Online Workbook Chapter 9
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<b>Course Schedule</b>	1 6	RDG: Review and quiz on Habitat Destruction AW: Review Chapter 9 and assessment	RDG: Preview Air Pollution AW: Online Workbook Chapter 9
	1 7	RDG: Air Pollution comprehension and discussion AW: Chapter 10 - Expressing Your Opinion	RDG: Air Pollution vocab/grammar AW Online Workbook Chapter 10
	1 8		
	1 9	RDG: Air Pollution comprehension and discussion AW: Review Chapter 10 and assessment	
	2 0	RDG: Review and quiz on Air Pollution AW: Chapter 11 - Comparing and Contrasting	RDG: Preview Smog Eating Cement AW: Online Workbook Chapter 11
	2 1	RDG: Smog Eating Cement comp. and discussion AW: Chapter 11 - Comparing and Contrasting	RDG: Smog Eating Cement vocab/grammar AW: Online Workbook Chapter 11
	2 2	RDG: Smog Eating Cement comp. and discussion AW: Review Chapter 11 and assessment	
	2 3	RDG: Smog Eating Cement comp. and discussion AW: Chapter 12 - Analyzing Cause and Effect	RDG: Smog Eating Cement vocab/grammar AW: Online Workbook Chapter 12
	2 4	RDG: Review and quiz on Smog Eating Cement AW: Chapter 12 - Analyzing Cause and Effect	RDG: Preview Boyan Slat and the Ocean Cleanup Array AW: Online Workbook Chapter 12

	2 5	RDG: Boyan Slat and the Ocean Cleanup Array comprehension and discussion AW: Review Chapter 12 and assessment	RDG: Boyan Slat and the Ocean Cleanup Array vocab/grammar AW: Online Workbook Chapter 12
	2 6	RDG: Boyan Slat and the Ocean Cleanup Array comprehension and discussion AW: Chapter 13 - Writing Summaries	RDG: Boyan Slat and the Ocean Cleanup Array vocab/grammar AW: Online Workbook Chapter 13
	2 7	RDG: Review and quiz on Boyan Slat and the Ocean Cleanup Array AW: Review Chapter 13 and assessment	
	2 9	Review RDG 1~4; AW Units 3, 4, 6~8	
	3 0	Review RDG 5~7; AW Units 9~13	
		FINAL EXAM: RDG 1~7; AW Units 3,4, 6~13	
	<b>Grading</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>Textbooks</b>	Ready to Write 2 - Perfecting Paragraphs (5th ed.) by Blanchard and Root (Pearson Education) ISBN: 9780134399324 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.). 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. <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>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. 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.		