

Course Title	Academic English (AE) 3 (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 4b 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.). <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. 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 4b (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 5: Nutritional Science <i>Should science influence what we eat?</i>	“Vitamin Deficiencies” video.	“Eating well: Less Science, More Common Sense” reading.
3		Vocabulary Skill: Cause and Effect	Reading skill: Recognizing bias
4		Collocations.	“The challenge of running a family business” reading.
5		Grammar: Agents with the passive voice	Critical thinking strategy: Analyzing texts for cause and effect relationships.
6			Write a cause and effect essay .
7			
8	Unit 6: Education. <i>Does school prepare you for work?</i>	“College Graduate” video.	“From student to employer: A difficult transition” reading.
9		Vocabulary Skill: Word forms	Reading skill: Using an outline.
10		Grammar: Reported speech with the present tense and shifting tenses	Critical thinking strategy: justifying your opinions
11			“Making my first post-college career decision” reading.
12			Write a summary .

13			
14	Extra activities,	Scope and sequence decided by individual instructors	
15	review, assessment		
16	Unit 7: Geology <i>Is discovery always a good thing?</i>	"The Wind Power Debate" video. Vocabulary Skill: Word roots Grammar: Adverb Phrases of Reason	"Ocean Discoveries" reading.
17			Reading skill: Identifying claims and support.
18			"Alaska's Pebble Mine: Mineral vs Nature" reading.
19			Critical thinking strategy: Synthesizing information
20			Write an opinion essay .
21			
22	Unit 8: Engineering. <i>Can failure lead to success?</i>	"Chernobyl Disaster" video. Vocabulary Skill: Collocations and prepositions. Grammar: Adverb clauses of concession	"The Tacoma Narrows Bridge: Collapse and the Lessons Learned" reading.
23			Reading skill: Identifying counter-arguments and refutations.
24			"How to design a Student Project That Benefits the Developing World" reading.
25			Critical thinking strategy: Hypothesizing.
26			Write a persuasive essay .
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>