

Course Title	Communicative English (CE) 1(advanced)	Instructor(s)	
		E-mail	
Class Format	Lecture	Office Hours	
Track	All tracks	Mode of Instruction (Solo / Omnibus)	Solo
Credits	4	Allocated Year	
Active Learning	3. Written Paraphrases and Summaries 4. Written Peer Review of Written Work 5. Pause for Reflection 6. Active Listening 7. Close Reading 7. Oral Paraphrases and Summaries	Compulsory or Elective	Compulsory
Course Overview	Communicative English (CE) is a four-skills course focussing on <i>Basic Interpersonal Communicative Skills</i> (BICS), or conversational proficiency (see references below). The courses are offered every semester at different CEFR levels.		
Course Objectives	The ultimate objective of CE 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 CE 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).		
Assessment Criteria	<i>Grades will be determined as follows:</i> <i>Textbook Homework 20%</i> <i>Communicative assignments 25%</i> <i>Extensive Reading 15%</i> <i>Quizzes and chapter assessments 20%</i> <i>Final Exam 20%</i>		
Textbooks	21 st Century Communication: Listening, Speaking, and Critical Thinking (Cengage/ National Geographic) 2 nd Edition – Textbook 2b 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		
NOTES	MATERIALS REQUIRED: Please bring to each class <ul style="list-style-type: none"> • B5 Notebook (teacher provides) • Folder for handouts • Pens, pencils and highlighters • Smart phone, tablet, or laptop to access online platforms STUDENT RESPONSIBILITIES: <ul style="list-style-type: none"> • You are expected to inform the instructor in advance if you must miss a class. If you miss a class, you are expected to obtain missing materials and talk to other students or the instructor before the next class. Being absent the previous class is not an excuse for not completing assignments. Late homework assignments or missed tests will be deducted 20%. You will have two weeks to complete them. After two weeks the assignment will become a zero. 		

	<ul style="list-style-type: none"> Excused absence from class (in case of illness or family emergency) requires a written notice from a doctor or other appropriate individuals within 7 days. All other absences from class will be considered “unexcused”. If you are not in the classroom when the instructors take attendance, you will be marked as late. 3 late attendances = 1 absence. 30 min late = 1 absence. Sleeping or excessive cell phone use will count as an absence. You will fail the course if you miss more than 10 classes. This includes late arrivals and early departures from class. Assignment completion: It is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required to pass this course. <p>LEARNING ENVIRONMENT:</p> <ul style="list-style-type: none"> We will make efforts to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture. Students and instructors will work together to create a safe learning environment for everyone. Harassment or bullying will not be tolerated. <p>REASONABLE ACCOMMODATIONS:</p> <ul style="list-style-type: none"> It is our goal that all students have an effective learning environment. Please let us know all necessary accommodations needed to make the class fully accessible. <p>The instructors may to make changes to this syllabus at any time</p>
Schedule	See below. Homework for each class will include extensive reading, online work, and text-based exercises. At the end of each unit there will be a writing assignment, a speaking assignment, and a quiz.

Communicative English (CE) Schedule (Scope & Sequence)

21st Century Communication: Listening, Speaking, and Critical Thinking (Cengage/ National Geographic)

2nd Edition – Textbook 2b (Level B1 / B2-)

No.	Theme	Vocabulary & Grammar	Listening, Viewing, & Communication	Presentation & Critical thinking
1	Course introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.		
2	Unit 5 <i>Global Countdown</i>	Vocabulary for <i>talking about climate change and environmental change</i> Grammar: Noun and Verb Word Forms	Viewing: A presentation about the impact of climate change. TED Talk- <i>The City Planting a Million Trees in Two Years.</i> Note-taking Skill: Make a timeline Listening Skill: Listen for time signals. Communication and Speaking: Discuss the environmental impact of human activities; Design a campaign on how to raise awareness on an environmental issue. Communication Skill: Describe effects of a trend; Express cause and effect; Describing symptoms. Pronunciation Skill- Finished and unfinished thoughts.	Critical Thinking: Analyze an infographic about e-waste; synthesize and evaluate approaches to environmental problems. Presentation: How to address an environmental problem in your community. Presentation Skill: end strong
3	Environmental Studies			
4	Unit 5 <i>Global Countdown</i>			
5	Environmental Studies			
6	Unit 5 <i>Global Countdown</i>			
7	Environmental Studies			
8	Unit 6 <i>Our Digital Life</i>	Vocabulary: Words related to cybercrime; Words to talk about digital footprints	Viewing: A video podcast about online fraud Notetaking skill: Take notes using key terms	Critical Thinking: Analyze an infographic about the impact of our digital footprint; Synthesize and evaluate advice
9	Technology			
10	Unit 6 <i>Our Digital Life</i>			
11	Technology			
12	Unit 6 <i>Our Digital Life</i>			

13	Technology	Grammar: Suffixes <i>-ful</i> and <i>-less</i> ; Noun, verb, and adjective word forms	Listening: Listen for rhetorical questions NG Explorer: <i>Our Online Selves</i> Communication and Speaking: Give tips on staying safe online; Talk about cybercrime. Communication skill- Use examples to explain ideas. Pronunciation Skill- Contrastive Stress	about managing one's digital footprint Presentation: A case study of a cybercrime and how to stay safe. Presentation Skill- Define unfamiliar concepts
14	Review and Presentations;	Scope and sequence decided by individual instructors.		
15				
16	Unit 7 <i>Less is More</i>	Vocabulary: Words related to making choices; Words related to making choices Grammar: Suffixes <i>-ity</i> <i>-ity</i> and <i>-hood</i> ; Collocations with amount	Viewing: A class discussion about <i>The Paradox of Choice</i> ; TED Talk: <i>Less Stuff, More Happiness</i> Note-taking skill: Record information in a list Listening: Listen for signal words and phrases. Communication and Speaking: Examine the advantages and disadvantages of different personality types; Talk about the fear of missing out. Communication skill - Use signal words to mark transitions; Organize ideas and give tips on a topic Pronunciation Skill: Intonation in yes/no and choice questions	Critical Thinking: Analyze an infographic about the Happy Planet index; Synthesize ideas about achieving happier lives Presentation: Whether having less makes us happier Presentation Skill-Connect the ending to the beginning.
17	Psychology			
18	Unit 7 <i>Less is More</i>			
19	Psychology			
20	Unit 7 <i>Less is More</i>			
21	Psychology?			
22	Unit 8 <i>Explore Every</i>	Vocabulary: Words related to creativity Grammar: Collocations with research	Viewing: A lecture about creativity; TED Talks: <i>Happy Maps</i> Note-taking Skill: Review and reflect on your notes. Listening: Make inferences Communication and Speaking: Three views on what creativity means; suggest ways to improve creativity.; Communication skill: Rephrase and summarize; Summarize key details to explain a topic. Pronunciation Skill: Schwa sound in articles and prepositions	Critical Thinking: Analyze an infographic about the daily routines of famous creative people; Synthesize and evaluate ideas about creativity in everyday life. Presentation: A personal experience of a micro adventure. Presentation skill- Pace your presentation
23	Day: Psychology			
24	Unit 8 <i>Explore Every</i>			
25	Day: Psychology			
26	Unit 8 <i>Explore Every</i>			
27	Day: Psychology			
28	Final Presentations	Scope and sequence decided by individual instructors.		
29				
30	Review.	Scope and sequence decided by individual instructors.		