

<b>Course Title</b>	Communicative English (CE) 2 (advanced)	<b>Instructor(s)</b>	
		<b>E-mail</b>	
<b>Class Format</b>	Lecture	<b>Office Hours</b>	
<b>Track</b>	All tracks	<b>Mode of Instruction (Solo / Omnibus)</b>	Solo
<b>Credits</b>	4	<b>Allocated Year</b>	
<b>Active Learning</b>	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	<b>Compulsory or Elective</b>	Compulsory
<b>Course Overview</b>	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.		
<b>Course Objectives</b>	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.		
<b>Prerequisites</b>	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L).		
<b>Assessment Criteria</b>	<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>		
<b>Textbooks</b>	21 <sup>st</sup> Century Communication: Listening, Speaking, and Critical Thinking (Cengage/ National Geographic) 2 <sup>nd</sup> Edition – Textbook 2b 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>	<b>MATERIALS REQUIRED: Please bring to each class</b> <ul style="list-style-type: none"> <li>• B5 Notebook (teacher provides)</li> <li>• Folder for handouts</li> <li>• Pens, pencils and highlighters</li> <li>• Smart phone, tablet, or laptop to access online platforms</li> </ul> <b>STUDENT RESPONSIBILITIES:</b> <ul style="list-style-type: none"> <li>• 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. <b>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.</b></li> </ul>		

	<ul style="list-style-type: none"> <li>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”.</li> <li>If you are not in the classroom when the instructors take attendance, you will be marked as late. <b>3 late attendances = 1 absence. 30 min late = 1 absence.</b> Sleeping or excessive cell phone use will count as an absence. <b>You will fail the course if you miss more than 10 classes.</b> This includes late arrivals and early departures from class.</li> <li>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.</li> </ul> <p><b>LEARNING ENVIRONMENT:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Students and instructors will work together to create a safe learning environment for everyone. Harassment or bullying will not be tolerated.</li> </ul> <p><b>REASONABLE ACCOMMODATIONS:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>The instructors may to make changes to this syllabus at any time</p>
<b>Schedule</b>	<b>See below.</b> 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)

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

#### 2<sup>nd</sup> Edition – Textbook 3b (B2 level)

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>A Helping Hand</i>	<b>Vocabulary:</b> words related to charitable giving; words related to voluntourism  <b>Grammar:</b> The prefix <i>under-</i> ; Antonyms of <i>external, inclusive, dependence, and outsider</i>	<b>Viewing:</b> A video podcast about what people do to help others; NG Explorer- <i>A Hero on Every Coastline</i> .  <b>Note-taking Skill:</b> Note cause and effect  <b>Listening Skill:</b> Recognize signpost questions;  <b>Communication and Speaking:</b> Support your viewpoint with an emotional appeal; Appeal to emotions  <b>Speaking Skill:</b> Using emphatic stress to support your viewpoint with emotional appeal.  <b>Pronunciation Skill-</b> Stress inside thought groups.	<b>Critical Thinking:</b> Analyze an infographic about the spending of charitable organizations; Synthesize and evaluate ideas about different ways to help.  <b>Presentation:</b> Convince others to support an organization you believe in.  <b>Presentation Skill:</b> Make an emotional connection
3	Social Studies			
4	Unit 5 <i>A Helping Hand</i>			
5	Social Studies			
6	Unit 5 <i>A Helping Hand</i>			
7	Social Studies			
8	Unit 6 <i>Be Your Own</i>	<b>Vocabulary:</b> Words related to entrepreneurship; Words related to business	<b>Viewing:</b> A video podcast on trust in business; TED Talk: <i>5 Ways to Kill Your Dreams</i>  <b>Notetaking Skill:</b> Use abbreviations	<b>Critical Thinking:</b> Analyze an infographic about business failure rates; Synthesize and evaluate ideas about the reasons for business failures
9	<i>Boss</i> Business			
10	Unit 6 <i>Be Your Own</i>			
11	<i>Boss</i> Business			

12	Unit 6 <i>Be Your Own</i>	<b>Grammar:</b> The prefix <i>over-</i> ; Antonyms for <i>tough, infinite, prior, and humble</i>	<b>Listening Skill:</b> Understand figurative language <b>Communication and Speaking:</b> Discuss different ways of working; Discuss and recommend a career choice; A conversation about being self-employed. <b>Communication skill:</b> Discuss Pros and cons <b>Pronunciation Skill:</b> Continuing and concluding	<b>Presentation:</b> A new business you would like to start Presentation Skill- Pause Effectively
13	<i>Boss</i> Business			
14	Review and Presentations;	Scope and sequence decided by individual instructors.		
15				
16	Unit 7 <i>Live Long. Live</i>	<b>Vocabulary:</b> Words related to health; Words for different systems in our bodies; Words related to sleep.  <b>Grammar:</b> The prefix <i>inter-</i> ;	<b>Viewing:</b> A webinar about forest bathing; TED Talk: <i>Sleep is Your Superpower</i> <b>Note-taking skill:</b> Use an outline to review and organize notes <b>Listening Skill:</b> Understand unfamiliar terms. <b>Communication and Speaking:</b> A lecture on blue-zone communities; A conversation between a fitness coach and a client; Talk on a health-related topic. <b>Communication skill</b> – Use signal words and phrases to mark transitions; Identify areas for improvement and suggest lifestyle changes. <b>Pronunciation Skill:</b> Intonation in yes/no and choice questions	<b>Critical Thinking:</b> Analyze an infographic about factors that can contribute to a longer life; Synthesize and evaluate ideas about various ways to maintain health. <b>Presentation:</b> Argue for or against a statement related to healthy living Presentation Skill-Organize information logically.
17	<i>Well</i> Health			
18	Unit 7 <i>Live Long. Live</i>			
19	<i>Well</i> Health			
20	Unit 7 <i>Live Long. Live</i>			
21	<i>Well</i> Health			
22	Unit 8 <i>Beyond Limits</i>	<b>Vocabulary:</b> Words related to the brain; Words related to limits  <b>Grammar:</b> Word forms of approach, diverse, transform, diagnose, and imperfect; Collocations with encounter	<b>Viewing:</b> A webinar on neurodiversity; TED Talk: <i>Embrace the Shake</i> <b>Note-taking Skill:</b> Shorten common phrases. <b>Listening Skill:</b> Listen for rhetorical questions <b>Communication and Speaking:</b> A talk about Arunima Sinha; A conversation about barriers faced by people with disabilities; Tell a story about a problem you encountered. <b>Communication skill:</b> Describe a sequence of events; Identify problems and suggest solutions. <b>Pronunciation Skill</b> -ed endings	<b>Critical Thinking:</b> Analyze an infographic about changing mindsets; Synthesize and evaluate ideas about feelings and limitations. <b>Presentation:</b> Someone who has overcome a limitation to achieve success. Presentation skill- Use figurative language
23	Equity, Diversity, and Inclusion.			
24	Unit 8 <i>Beyond Limits</i>			
25	Equity, Diversity, and Inclusion.			
26	Unit 8 <i>Beyond Limits</i>			
27	Equity, Diversity, and Inclusion.			
28	Final Presentations	Scope and sequence decided by individual instructors.		
29				
30	Review.	Scope and sequence decided by individual instructors.		