

Course Title	Academic English (AE) 2-2	Instructor(s)	Ellen Head
		E-mail	ehead@sky.miyazaki-mic.ac.jp
Class Format	Lecture	Office Hours	Monday 4.15-5.15 Tuesday 4.15-5.15 Thursday 4.15-5.15 Other times by appointment. My office: 1-205
Track	All tracks	Mode of Instruction (Solo / Omnibus)	Solo
Credits	4	Allocated Year	Every semester
		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 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 Academic English (AE) Schedule (scope and sequence) for each course/CEFR level . By the end of each course, students will have mastered the knowledge and skills specified in the prescribed textbook.		
MEXT objectives for Teacher Certification Course	<p>Attainment Objectives for Teacher Certification</p> <p>1) To be able to listen to English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.</p> <p>2) To be able to read English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.</p> <p>3) To be able to speak English (in conversation and presentation) to suit the purpose, scene and situation, etc., for various different themes.</p> <p>4) To be able to write English to suit the purpose, scene and situation, etc., for various different themes.</p> <p>5) To be able to execute language activities that integrate multiple themes.</p>		
Prerequisites	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L). Exception: TC students may be placed in classes depending on the availability of TC-qualified instructors.		
Course Schedule	See AE Schedule (scope and sequence) for each course/CEFR level. 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	<ul style="list-style-type: none"> • 30% Writing assignments (paragraphs & essays) • 30% Reading assignments and textbook activities • 20% Quizzes & presentations • 20% Final exam <p><i>Assessment will be based on performance appropriate for each CEFR level. Task completion and timely submission are expected; simply completing work on time is no guarantee of a passing grade. NOTE: Students must pass the final exam in order to pass the course.</i></p>		

Teaching Methodology	<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"> • 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	<p>Q Skills for Success Reading & Writing (Cambridge University Press) 3rd Edition - Textbook: 2B Additional activities and materials for expansion and review will be supplied by the instructor.</p>
References	<p>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.</p> <p>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.</p> <p>https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989</p>
Diploma Policy Objectives	<p>Work completed in this course helps students achieve the following Diploma Policy objective(s):</p> <ol style="list-style-type: none"> 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	<p>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. A laptop is preferable and headphones are also useful.</p> <p>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.</p> <p>3) There is a Moodle website for this course. Please join that Moodle to access the discussion forum and some extra links and assignments. The name is 2023 Academic Writing 2 (Ellen)</p> <p>4) There is an online part of the course. You can access it here. You need to register using a code from your textbook. After you register with your code from the textbook you need to join a course. The course has a different code. You can see that Q Skills online course code here: C070 097 0473. But it will not work unless you register a user account first with the other number from your textbook.</p> <p>5) About using dictionaries and apps for writing. In this class you will be working on writing skills using your own power without using technology. For pencil and paper timed writing assignments, you should not use your phone or pc even the online dictionary. For unit assignments, you can use a dictionary when you re-draft the assignment but you will do a first draft in class without using any software. For improving the second or third draft, you can type into MS Word and use MS Word grammar check and Spell check function or an app like Grammarly.</p> <p>We do not recommend using Google translate and similar programs because it will make you lazy and it will not help you to build your skills. The goal is to become a writer who can write for yourself independent of your phone or personal computer.</p>

Academic English (AE) Weekly Schedule (Scope & Sequence) for CEFR A2.3 (AE 2-3)

Q Skills for Success Reading & Writing 3rd Edition Textbook 2a

Class No.	Theme	Listening, Vocabulary, & Grammar	Reading & Writing
1	Course Introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.	
2	Unit 1: Marketing. <i>Why does something become popular?</i>	“Starbucks Coffee Shops” video.	“Unusual Ideas to Make a Buzz” reading.
3		Word families.	Reading skill: Identifying the main idea of a paragraph.
4		Present continuous.	“How do you decide?” reading.
5			Critical thinking strategy: putting ideas in order.
6			Writing skill: Writing a descriptive paragraph.
7			Write a descriptive paragraph.
8		Unit 2: Psychology. <i>How do colors affect our behavior?</i>	“Pantone color of the year” video.
9	Suffixes.		Reading skill: Getting meaning from context.
10	Future with <i>will</i> .		“The importance of color in business” reading.
11			Critical thinking strategy: restating.
12			Writing skill: Brainstorming.
13			Write a proposal for a business.
14	Extra activities, review, assessment.	Scope and sequence decided by individual instructors.	
15			
16	Unit 3: Social Psychology. <i>What does it mean to be polite?</i>	“Mobile Phone Manners” video.	“Being polite from culture to culture” reading.
17		Prefixes.	Reading skill: Identifying supporting details.
18		Subject-verb agreement.	“Answers to all your travel questions” reading.
19			Critical thinking strategy: Organizing ideas with a rough outline.
20			Writing skill: Supporting your main idea with examples.
21			Write a paragraph with supporting examples.
22	Unit 4: Technology. <i>How can technology improve performance?</i>	“What is GPS” video.	“Virtual Reality for Medical Students” reading.
23		Using the dictionary.	Reading skill: Taking notes.
24		Modals.	“The Technology Advantage” reading.
25			Critical thinking strategy: Organizing ideas with a graphic organizer.
26			Writing skill: Writing an opinion paragraph.
27			Write an opinion paragraph.
28	Projects/ Presentations, Extra activities, review.	Scope and sequence decided by individual instructors.	
29			
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.	