| Course Title | Academic English (AE) AE-A021 (CEFR A2.1) | Instructor(s) | Ellen Head |
| --- | --- | --- | --- |
| E-mail | ehead@sky.miyazaki-mic.ac.jp |
| Class Format | Lecture | Office Hours | Tuesday 1.00-3.00pm, Thursday 1.00-2.00pm or other times by appointment. |
| Track | All tracks | Mode of Instruction(Solo / Omnibus) | Solo |
| Credits | 4  | Allocated Year | Every semester  |
| Active Learning | 1-3 Written Paraphrases and summaries1-6 Response/Reaction Writing3-4 Close Reading4-1 Interactive Lessons4-9 Group Work on Questions4-10 Think-Pair/Group-Share | Compulsory or Elective  | Compulsory |
| Course Overview | Academic English (AE) is a four-skills course focussing on *Cognitive Academic Language Proficiency* (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 | Attainment Objectives for Teacher Certification 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.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.3) To be able to speak English (in conversation and presentation) to suit the purpose, scene and situation, etc., for various different themes.4) To be able to write English to suit the purpose, scene and situation, etc., for various different themes.5) To be able to execute language activities that integrate multiple themes. |
| 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.  |
| AssessmentCriteria | * 30% Writing assignments (paragraphs & essays)
* 30% Reading assignments and textbook activities
* 20% Quizzes & presentations
* 20% Final exam

*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.* |
| TeachingMethodology | For every unit, course objectives will be achieved through active learning strategies, including but not limited to:* 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 (Cambridge University Press) 3rd Edition - Textbook: 1a, 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. *Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors.* 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. 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 incompletion or late submission of any task or assignment. Appropriate and timely communication by students to instructors is expected. |
| **Weekly Schedule**  |
| **No.** | **Theme** | **Listening, Vocabulary,** **& Grammar** | **Reading & Writing** |
| **1** | Course Introduction | Icebreakers, Information on syllabus, course rules and expectations, software |
| **2** | Unit 1: Business*What is a good job?* | Video: Interesting jobsVocabulary: Word formsGrammar: verbs and infinitives *(like, want and need)* | “Winter Hill Careers Center” readingReading skill: Previewing |
| **3** |
| **4** | “The World of Work” reading Critical thinking strategy: classifying |
| **5** |
| **6** | Writing skill – identifying main idea and supporting sentencesOutlining a paragraph  |
| **7** |
| **8** | Unit 2 Cognitive Science*What is the best way to study?* | Video: What happens inside the brain when you learn something new?Vocabulary: Word rootsGrammar: simple past | “The Secret to Good Memory” readingReading: Skimming |
| **9** |
| **10** | “The Brain and Technology” readingCritical thinking strategy: Restating |
| **11** |
| **12** | Writing skill – connecting ideas with “but” and “so”Peer review – re-write |
| **13** |
| **14** | Extra activities, review, assessment | Scope and sequence decided by individual instructors |
| **15** |
| **16** | Unit 3: Sociology: *Is vacation the best way to relax?* | Video: Vacation in MalaysiaVocabulary: Modifying nounsGrammar: cause and effect(*because)* | “Managing life and work” readingReading skill: reading charts, graphs and tables |
| **17** |
| **18** | “Relaxing at Work” readingCritical thinking strategy: identifying pros and cons |
| **19** |
| **20** | Writing skill: using correct paragraph structureCombining information from the reading and your own ideas |
| **21** |
| **22** | Unit 4 Physiology: *What makes you laugh?* | Video: Laughter YogaVocabulary: parts of speechGrammar: sentences with *when* | “No laughing matter” readingReading skill: identifying the topic sentence |
| **23** |
| **24** | “Reasons to laugh” readingCritical thinking strategy: identifying supporting indormation |
| **25** |
| **26** | Writing skill: Writing a topic sentenceWrite a paragraph with a topic sentence and support |
| **27** |
| **28** | Projects/ Presentations,Extra activities, review | Scope and sequence decided by individual instructors. |
| **29** |
| **30** | Review | Scope and sequence decided by individual instructors. |