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| Course Title | Communicative English (CE) 2-2 | Instructor(s) | Marc Waterfield, PhD |
| E-mail | mwaterfield@sky.miyazaki-mic.ac.jp |
| Class Format | Lecture | Office Hours | Will be given in Class |
| Track | All tracks except TC | Mode of Instruction  (Solo / Omnibus) | Solo |
| Credits | 4 | Allocated Year | Every semester |
|  | | Compulsory or  Elective | Compulsory |
| Course Overview | Communicative English (CE) is a four-skills course focussing on *Basic Interpersonal Communicative Skills* (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 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 CE courses. Specific targets in writing, grammar, reading, and spoken skills are outlined in the **Communicative English (CE) 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. | | |
| Prerequisites | Students must meet appropriate CEFR level as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L). | | |
| Assessment  Criteria | * **30%** In-class assignments, class performance & discussion (15%); homework including vocabulary unit worksheets 5%); fluency writing (12 x summaries 10%) * **30%** Written & spoken assessment (6 x unit writing assignments 15%; 6 x FlipGrid.com recordings 15%) * **20%** Extensive reading (Xreading.com – checked 4 times, at the end of each month – scores are CUMULATIVE) * **20%** Final exam   *Assessment will be based on performance expectations 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 to pass the course.* | | |
| Teaching  Methodology | 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, Journal writing (summaries) ; Written and oral paraphrasing and summarizing * Role play, facilitated or mediated discussions; Project and/or presentation work | | |
| Textbooks | World Link Developing English Fluency (Cengage/ National Geographic) 4th Edition – Textbook 2a  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. | | |
| Diploma Policy Objectives | Work completed in this course helps students achieve the following Diploma Policy objective(s):   1. Advanced thinking skills (comparison, analysis, synthesis, evaluation) based on critical thinking (critical & 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. | | |
| Schedule | **See below.** Homework for each class will include extensive reading, fluency writing (summaries) and text-based exercises. | | |

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| **No.** | **Theme** | **Vocabulary &**  **Grammar** | **Listening &**  **Speaking** | **Reading &**  **Writing** |
| **1** | Course introduction. | Icebreakers, Information on syllabus, course rules and expectations, software. | | |
| **2** | Unit 1 *My Life:*  *People.* | Vocabulary for *People I know.*  Present simple vs progressive. | Listening: *Fearless Educator* video; conversations about people’s relationships;  Interview with a student about her school.  Speaking: Introducing people & responding.  Pronunciation: Question stress. | Reading: *Try, Try Again.*  Summarizing skills.  Writing about something you tried to do. |
| **3** |
| **4** | Unit 1 *My Life:*  *Lessons Learned.* | Vocabulary for *classes & lessons.*  Simple past review. |
| **5** |
| **6** | Unit 2 *Let’s Eat!:*  *Foods we Like.* | Vocabulary for *Describing food.*  Comparative form of adjectives. | Listening: *Holy Motel* video;  Conversations about regional dishes;  Talk about dinner time in different cultures.  Speaking: making & responding to suggestions.  Pronunciation: sentence stress. | Reading: *The Best Foods to Eat.*  Word webs.  Writing a restaurant review. |
| **7** |
| **8** | Unit 2 *Let’s Eat!:*  *Eating Well.* | Vocabulary for *Healthy habits.*  Superlative form of adjectives. |
| **9** |
| **10** | Unit 3 *Mysteries:*  *You’re in Luck!* | Vocabulary for *Lucky or unlucky.*  Stative verbs. | Listening: *The Luckiest Unlucky Man* video;  Talk about making your own luck;  News report on changes in human behavior during a full moon.  Speaking: stating likelihood.  Pronunciation: dropped syllabus. | Reading: *Mysterious Artwork.*  Using synonyms, predicting information.  Writing about an unsolved mystery. |
| **11** |
| **12** | Unit 3 *Mysteries:*  *Unsolved Mysteries.* | Vocabulary for *Solving mysteries.*  Modals of present possibility. |
| **13** |
| **14** | Mid-course content | Information about final project or presentation, review of 1st half,  first half assessment, activities | | |
| **15** |
| **16** | Unit 4 *Trends:*  *How we Shop.* | Vocabulary for *Describing trends.*  Quantity expressions. | Listening: *The Future of the American Mall* video;  Talk about online shopping trends; Conversation about an online clothing service.  Speaking: polite/ direct disagreement.  Pronunciation: unstressed *of* (small words). | Reading: *The Facts about Fast Fashion*.  Scanning, inferring meaning from context.  Filling out a style profile. |
| **17** |
| **18** | Unit 4 *Trends:*  *Fashion on Demand.* | Vocabulary for *Fashion.*  Advice with *could, should, ought to, had better.* |
| **19** |
| **20** | Unit 5 *My Neighborhood:*  *Chores and Errands.* | Vocabulary for *Doing chores and running errands.*  Requests with modal verbs and *mind.* | Listening: A W*hirlwind look at Shanghai* video;  Conversations about making appointments;  Podcast about a popular neighborhood.  Speaking: making appointments.  Pronunciation: reduced forms *could you* and *would you*. | Reading: *Flying to Work*.  Listening for words connected to a topic.  Writing about a neighborhood. |
| **21** |
| **22** | Unit 5 *My Neighborhood:*  *Getting Around.* | Vocabulary for *Getting around.*  Subject relative clauses with *that.* |
| **23** |
| **24** | Unit 6 *Goals:*  *Starting Out.* | Vocabulary for *Applying to college.*  Plans and decisions with *be going to* and *will.* | Listening: *What Should I Do after HS?* video;  podcast about an unusual school; conversation about future plans.  Speaking: responding to bad news, offering to help.  Pronunciation: reduced forms *of going to* and *will.* | Reading: *Life’s Essential Questions*.  Retelling.  Writing a personal profile. |
| **25** |
| **26** | Unit 6 *Goals:*  *After Graduation.* | Vocabulary for *Life after graduation.*  Predictions with *be going to* and *will.* |
| **27** |
| **28** | Projects/ Presentations,  Extra activities, review. | Final work on project or presentation, review of 2nd half, second half assessment,  delivery of final project/presentation | | |
| **29** |
| **30** | Review. | Scope and sequence decided by individual instructors. | | |