

Course Title	Academic English (AE) 3-3	Instructor(s)	Rebecca Schmidt
		E-mail	rschmidt@sky.miyazaki-mic.ac.jp
Class Format	Lecture	Office Hours	Mondays 2.00 pm-5.00 pm Other times by appointment (please email) You may email questions anytime
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 (CALP)</i> , 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 <b>Academic English (AE) Schedule (scope and sequence) for each course/CEFR level</b> . 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	<b>See AE Schedule (scope and sequence) for each course/CEFR level.</b> 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"> <li>• 30% Writing assignments (essays and journal writing)</li> <li>• 30% Homework: Reading assignments, textbook activities, and QSkills online work (incl online)</li> <li>• 20% Quizzes</li> <li>• 20% Final exam</li> </ul> <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"> <li>• Think-pair-share, pair &amp; group work</li> <li>• Interactive lectures, videos, reading passages with note taking</li> <li>• Task-based activities</li> <li>• Written and oral paraphrasing and summarizing</li> <li>• Role play, facilitated or mediated discussions</li> <li>• Project and/or presentation work</li> </ul>
Textbooks	<p>Q Skills for Success Reading &amp; Writing (Cambridge University Press) 3<sup>rd</sup> Edition - Textbook 4b  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. &amp; 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.  <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></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"> <li>1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)</li> <li>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</li> <li>3. The ability to identify and solve problems</li> <li>4. Advanced communicative proficiency in both Japanese and English</li> <li>5. Proficiency in the use of information technology</li> </ol>
NOTES	<p><b>MATERIALS REQUIRED: Please bring to each class</b></p> <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> <p><b>STUDENT RESPONSIBILITIES:</b></p> <ul style="list-style-type: none"> <li>• If you do not attend a class during add/drop week for unexcused reasons, your place may be given to a wait-listed student.</li> <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> <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. 3 late attendances = 1 absence. 30 min late = 1 absence. Sleeping counts 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>
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**Academic English (AE) Weekly Schedule (Scope & Sequence) for CEFR B1-B2 level  
Q Skills for Success Reading & Writing 3<sup>rd</sup> Edition Textbook 4b**

Class No.	Theme	Listening, Vocabulary, & Grammar	Reading & Writing
1	Course Introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.	
2	Unit 5: Nutritional Science <i>Should science influence what we eat?</i>	“Vitamin Deficiencies” video.	“Eating well: Less Science, More Common Sense” reading.
3		Vocabulary Skill: Cause and Effect	Reading skill: Recognizing bias
4		Collocations.	“The challenge of running a family business” reading.
5		Grammar: Agents with the passive voice	Critical thinking strategy: Analyzing texts for cause and effect relationships.
6			Write a <b>cause and effect essay</b> .
7			
8	Unit 6: Education. <i>Does school prepare you for work?</i>	“College Graduate” video.	“From student to employer: A difficult transition” reading.
9		Vocabulary Skill: Word forms	Reading skill: Using an outline.
10		Grammar: Reported speech with the present tense and shifting tenses	Critical thinking strategy: justifying your opinions
11			“Making my first post-college career decision” reading.
12			Write a <b>summary</b> .
13			
14	Extra activities, review, assessment	Scope and sequence decided by individual instructors	
15			
16	Unit 7: Geology <i>Is discovery always a good thing?</i>	“The Wind Power Debate” video.	“Ocean Discoveries” reading.
17		Vocabulary Skill: Word roots	Reading skill: Identifying claims and support.
18		Grammar: Adverb Phrases of Reason	“Alaska’s Pebble Mine: Mineral vs Nature” reading.
19			Critical thinking strategy: Synthesizing information
20			Write an <b>opinion essay</b> .
21			
22	Unit 8: Engineering. <i>Can failure lead to success?</i>	“Chernobyl Disaster” video.	“The Tacoma Narrows Bridge: Collapse and the Lessons Learned” reading.
23		Vocabulary Skill: Collocations and prepositions.	Reading skill: Identifying counter-arguments and refutations.
24		Grammar: Adverb clauses of concession	“How to design a Student Project That Benefits the Developing World” reading.
25			Critical thinking strategy: Hypothesizing.
26			Write a <b>persuasive essay</b> .

<b>27</b>		
<b>28</b>	Final Essays and Review	Scope and sequence decided by individual instructors.
<b>29</b>	Extra activities, review.	
<b>30</b>	Review.	Scope and sequence decided by individual instructors.
<b>1-30</b>	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.

### Useful information

Here is the link for Q Skills Online activities

<https://q3e.oxfordonlinepractice.com/app>

Here is the link for Read Theory

<https://readtheory.org/>