

Course Title	Communicative English (CE) 3 (advanced)	Instructor(s)	
		E-mail	ehed@miu.ac.jp
Class Format	Lecture	Office Hours	Tues, Thurs 4.10-5.10 and by appointment
Track	All tracks	Mode of Instruction (Solo / Omnibus)	Solo
Credits	4	Allocated Year	
Active Learning	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	Compulsory or Elective	Compulsory
Course Overview	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.		
Course Objectives	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. A student enrolled in this class must satisfactorily complete all coursework AND achieve a score of at least 500 on the TOEIC to receive credit for this course. If a student does not receive a TOEIC score of at least 500 by the time semester grades are assigned, the student will receive a grade of "incomplete" and repeat the course in the following semester. An "incomplete" grade assigned in this manner can be resolved in two ways: 1) If a 500 TOEIC (600 for TC) is achieved prior to the beginning of the following semester, the "incomplete" will be removed and credit awarded as normal. 2) Re-enroll in CE3 in the following semester and meet all stated requirements (coursework and TOEIC) to receive a passing grade. NOTE: TC students must achieve a score of at least 600 on the TOEIC to receive credit for this course.		
Prerequisites	Students must meet appropriate CEFR levels as determined from proficiency exams conducted at orientation and after each semester (including TOEIC R&L).		
Assessment Criteria	<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>		
Textbooks	<i>21st Century Communication: Listening, Speaking, and Critical Thinking</i> (Cengage/ National Geographic) 2nd Edition – Textbook 4b 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.). <i>Encyclopedia of Language and Education</i>, 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. https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
NOTES	MATERIALS REQUIRED: Please bring to each class ● B5 Notebook (teacher provides) ● Folder for handouts ● Pens, pencils and highlighters ● Smart phone, tablet, or laptop to access online platforms STUDENT RESPONSIBILITIES: ● 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. 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. ● 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”. ● 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. ● 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. You will fail the course if you miss more than 66% of classes. (This is 10 absences if you have no excused absences.) This includes late arrivals and early departures from class (3=1 absence). ● Pace of the class will be determined by the overall level of the class and students’ ability. ● 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. LEARNING ENVIRONMENT: ● 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. ● Students and instructors will work together to create a safe learning environment for everyone. Harassment or bullying will not be tolerated. REASONABLE ACCOMMODATIONS: ● 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. The instructors may make changes to this syllabus at any time. Please check with your instructor if you are not sure about something.
Schedule	See below. Homework for each class will include extensive reading, online work from the website of Cengage/National Geographic https://learn.eltnl.com/, 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)

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

2nd Edition – Textbook 4b (B2 level)

No.	Theme	Vocabulary & Grammar	Listening, Viewing, &	Presentation & Critical
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			Communication	thinking
1	Course introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.		
2	Unit 5 <i>Food for Thought</i> Sustainability	Vocabulary for <i>talking about farming and food and scientific food innovations</i> Grammar: Modal Verbs: <i>should</i> for giving opinions; Present continuous for describing trends, present simple for describing states; Present perfect for describing the past state affecting the present	Viewing: TED Talk: <i>Should We Eat Bugs?</i> ; TED Talk- <i>How We Could Eat Real Meat without Harming Animals?</i> Note-taking Skill: Notice time references. Listening Skill: Recognize persuasive language. Communication and Speaking: Explain why some foods might be good or bad; A focus group for a restaurant. Communication Skill Give feedback on ideas Pronunciation Skill- Stress and Emphasis in numerical expressions	Critical Thinking: Analyze an infographic about the meat industry; Synthesize and evaluate ideas about switching to meat alternatives. Presentation: A possible solution to one aspect of the food crisis. Presentation Skill: Make your presentation relatable.
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7	Unit 5 <i>Food for Thought</i> Sustainability			
8	Unit 6 <i>Hooked on Our Phones</i> Technology	Vocabulary: Words related to phone usage and addiction; Words to talk about photography Grammar: Past tenses; Using adverbials to describe past experience; describe time, frequency and duration	Viewing: A video podcast about phone addiction; TED Talk: <i>Does photographing a moment steal the moment from you?</i> Notetaking Skill: Notice questions Listening Skill: Comparing three different people’s phone usage Communication and Speaking: Past experiences with technology Communication skill: Comparison Pronunciation Skill: Strong and weak forms of <i>that</i>	Critical Thinking: Analyze an infographic about why people travel; Synthesize and evaluate ides about phones, social media and travel Presentation: When taking photos and videos is worthwhile and when it isn’t. Presentation Skill- Provide context
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13	Unit 6 <i>Hooked on Our Phones</i>			
14	Review and Presentations;	Scope and sequence decided by individual instructors.		
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16	Unit 7 <i>Generations</i> Sociology	Vocabulary:. Words related to generations; collocations with <i>debt</i> Grammar: Present simple for describing stereotypes; adverbs of possibility/probability; prepositional phrases	Viewing: An online discussion about issues affecting young people Note-taking skill: Match speakers with their ideas Listening Skill: Recognize perspectives Communication and Speaking: Agree and disagree politely Communication skill - Respond to people’s opinions Pronunciation Skill: Stress in prepositional phrases	Critical Thinking: Analyze an infographic about what workers want; Synthesize and evaluate ideas about different generations in the workplace. Presentation: The ideal workplace for your generation Presentation Skill- Deliver a dynamic presentation
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18	Unit 7 <i>Generations</i>			
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21	Unit 7 <i>Generations</i>			

22	Unit 8 <i>Mixing</i>	Vocabulary: Words related to appreciation and appropriation; Words for talking about culturally important objects	Viewing: A lecture about cultural appropriation; TED Talk: <i>Why are Stolen African Artefacts Still in Western Museums?</i>	Critical Thinking: Analyze an infographic about culturally significant objects; Synthesize and evaluate ideas about cultural restitution
23	<i>Cultures Art & Culture</i>			
24	Unit 8 <i>Mixing</i>	Grammar: Passive voice <i>objects are received, are appreciated</i> Modal verbs with passive <i>should be returned</i>	Note-taking Skill: Practice visual note-taking Listening Skill: Distinguish facts from opinions Communication and Speaking: A talk about American food; analyze cultural influences Communication skill: Choose the right voice Pronunciation Skill Use emphasis	Presentation: Things that represent a culture you appreciate Presentation skill- Use repetition as a rhetorical device
25	<i>Cultures</i>			
26	Unit 8 <i>Mixing</i>			
27	<i>Cultures</i>			
28	Final Presentations	Scope and sequence decided by individual instructors.		
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30	Review.	Scope and sequence decided by individual instructors.		