

Course Title	Communicative English (CE) 3 (advanced)	Instructor(s)	Ellen Head
		E-mail	ehhead@miu.ac.jp
Class Format	Lecture	Office Hours	TBA
Track	All tracks	Mode of Instruction (Solo / Omnibus)	Solo
Credits	4	Allocated Year	Spring
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.		
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	<p><i>Grades will be determined as follows:</i></p> <p><i>Online Homework 20%</i></p> <p><i>Communicative assignments 25%</i></p> <p><i>Xreading assignments 15%</i></p> <p><i>Quizzes and chapter assessments 20%</i></p> <p><i>Final Exam 20%</i></p>		
Textbooks	World Link Developing English Fluency (Cengage/ National Geographic) 4 th Edition – Textbook 4b Additional activities and materials for expansion and review will be supplied by the instructor.-		
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. https://rm.CoE.int/cefr-companion-volume-with-new-descriptors-2018/1680787989</p>		
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.</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>		
Schedule	See below. Homework for each class will include extensive reading, online work, 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)

World Link 3rd Edition Textbook 4b (B1/B2)

No.	Theme	Vocabulary & Grammar	Listening & Speaking	Reading & Writing
1	Course introduction.	Icebreakers, Information on syllabus, course rules and expectations, software.		
2	Unit 7 Design Thinking:	Vocabulary for <i>Adjective to describe resources with -able suffix</i> The passive 1 (tenses and modals)	Listening: Documentary on the uses of bamboo; Effective solutions Speaking: Being precise; Finding out and getting clarification	Reading: <i>Urban Planning</i> Writing: A report
3	<i>Materials</i>			
4	Unit 7 Design Thinking:	Vocabulary for <i>Neighborhoods</i> The passive 2 (reporting, infinitive, -ing)		
5	<i>Urban Spaces.</i>			
6	Unit 8 Science Fact and	Vocabulary for <i>Science</i> . Future forms of <i>will</i>	Listening: Report of modes of transportation; Presentation on “Science Citizens” Speaking: Pointing something out	Reading: <i>Why do we get annoyed? Does science have an answer?</i> Writing: A “for and against” essay
7	Fiction: <i>Predictions</i>			
8	Unit 8 Science Fact and	Vocabulary for <i>Cause and Effect</i> . Connectors: reason, result, and purpose		
9	Fiction: <i>Cause and Effect</i> .			
10	Unit 9 Body Matters:	Vocabulary for <i>Things we do</i> Comparative forms (with adjectives and adverbs)	Listening: Four situations related to the body and senses; Radio show about Ben Mirin Speaking: : Linking words	Reading: <i>Weird Animal Questions</i> Writing: A summary of data (based on survey results)
11	<i>Humans.</i>			
12	Unit 9 Body Matters:	Vocabulary for <i>Onomatopoeic words</i> Modifying comparative forms		
13	<i>Animals.</i>			
14	Extra activities,	Scope and sequence decided by individual instructors.		
15	review, assessment.			
16	Unit 10 Keep it Legal:	Vocabulary for <i>Crimes and criminals</i>	Listening: News reports; Documentary Speaking: Speculating	Reading: <i>When “Happy Birthday” Went to Court</i> Writing: An announcement
17	<i>Crime.</i>			
18	Unit 10 Keep it Legal:	Vocabulary for <i>Judgment</i> Modal verbs for certainty and possibility Reported Speech		
19	<i>The Law</i>			
20	Unit 11 Hungry Consumers: <i>Consumers.</i>	Vocabulary for <i>Consumption</i> Negative and embedded questions	Listening: Interview on how to haggle; Conversations related to food Speaking: Hedging in making a deal	Reading: <i>The Etiquette of Eating</i> Writing: A letter of complaint
21				
22	Unit 11 Hungry Consumers: <i>Food for Thought</i>	Vocabulary for <i>Food idioms</i> Question tags		
23				
24	Unit 12 Points of View:	Vocabulary for <i>Place descriptions</i> Determiners	Listening: Travel writer talks about staycations; Conversations expressing different perspectives Speaking: Showing amazement	Reading: <i>Women in Space</i> Writing: A speech
25	<i>Amazing Places</i>			
26	Unit 12 Points of View:	Vocabulary <i>For and against</i> . Cleft sentences		
27	<i>Express Your Opinion.</i>			
28	Projects/ Presentations,	Scope and sequence decided by individual instructors.		
29	Extra activities, review.			
30	Review.	Scope and sequence decided by individual instructors.		