

実務経験にある教員等による授業科目の一覧表

課程名	学科名	学年	コース	授業科目	授業時間数	実務経験がある教員による授業科目	シラバス	備考
商業実務専門課程	国際ビジネス 本科	1	国際英米 コース	Beigginer English	30	○	○	
				Business English	30	○	○	
				Discussion and Debate	30	○	○	
				Pre-Inter English	90	○	○	
				TOEIC	75	○	○	
				Grammar	60	○	○	
		Oral Communication		30	○	○		
		Beigginer English		30	○	○		
		Business English		30	○	○		
		Discussion and Debate		30	○	○		
		Pre-Inter English		90	○	○		
		TOEIC		75	○	○		
		Grammar		60	○	○		
		Oral Communication		30	○	○		
		Business English		30	○	○		
		Discussion and Debate		30	○	○		
		TOEIC		75	○	○		
		Grammar		60	○	○		
Oral Communication	30	○	○					
総時間数					915			

### 実務経験にある教員等による授業科目の一覧表

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				TOEIC	75	○	○	
				Grammar	60	○	○	
		Oral Communication		30	○	○		
		Beigginer English		30	○	○		
		Business English		30	○	○		
		Discussion and Debate		30	○	○		
		Pre-Inter English		90	○	○		
		TOEIC		75	○	○		
		Grammar		60	○	○		
		Oral Communication		30	○	○		
総時間数					690			

# Beginner English 101

## Objectives

- To be able to understand written material in English.
- To improve oral communication in English on a variety of topics found in the course textbook, focusing on daily conversations
- To provide students with real-life situations and authentic materials.
- To help students learn how to introduce their home culture and to appreciate other culture.
- To facilitate their acquisition of intercultural communicative competence.

The course is conducted through a practical approach which will focus on day to day usable English. This will include group activities, and student presentations. Students will be provided with authentic and culture-rich materials.

## Course Materials

- Longmans Side by Side / Reading and Listening.
- Longmans Side by side / Workbook.
- Longmans Side by side / Activities and games.

## Course Requirement and Policy

Each student is required to attend each class and engage in discussions on classroom topics, or other class activities. If you absolutely must miss a class because of an emergency, please notify me beforehand via phone or e-mail. You are still responsible for the information covered in that class.

## Outcome

Students will be able to:

1. Use grammar and vocabulary correctly at a beginner level.
2. Answer questions based on various situations.
3. Read and write about various topics at their skill level.

## Grading

- Attendance 25%
- Interview 25%
- Computer lab 25%
- Written test 25%
- A 100-90% B 89-80% C 79-70% D 69-60% F 59-0

## **Course Schedule**

Week 1	Course orientation and Warm-up
Week 2	To be and Pronouns
Week 3	Present Continuous Tense
Week 4	Possessive Adjectives
Week 5	Yes/No Questions
Week 6	Possessive Nouns
Week 7	Present Continuous Tense
Week 8	There is/There are
Week 9	This/That/These/Those
Week 10	Chapters 2 – 8 Exam (Monday)
Week 11	Simple Present Tense
Week 12	Simple Present Tense: Yes/No questions
Week 13	Have/Has; Adverbs of Frequency
Week 14	Continuous Tenses; Adjectives
Week 15	Have to
Week 16	Interview Tests

# Beginner English 201

## Objectives

- To be able to understand written material in English.
- To build on oral communication in English on a variety of topics found in the course textbook, focusing on daily conversations.
- To provide students with real-life situations and authentic materials.
- To help students learn how to introduce their home culture and to appreciate other culture.
- To facilitate their acquisition of intercultural communicative competence.

The course is conducted through a practical approach which will focus on day to day usable English. This will include group activities, and student presentations. Students will be provided with authentic and culture-rich materials.

## Course Materials

- Longmans Side by Side / Reading and Listening.
- Longmans Side by side / Workbook.
- Longmans Side by side / Activities and games.

## Course Requirement and Policy

Each student is required to attend each class and engage in discussions on classroom topics, or other class activities. If you absolutely must miss a class because of an emergency, please notify me beforehand via phone or e-mail. You are still responsible for the information covered in that class.

## Outcome

Students will be able to:

1. Use grammar and vocabulary correctly at an intermediate level.
2. Answer questions based on various situations.
3. Read and write about various topics at their skill level.

## Grading

- Attendance 25%
- Interview 25%
- Computer lab 25%
- Written test 25%

- A 100-90% B 89-80% C 79-70% D 69-60% F 59-0

### **Course Schedule**

Week 1	Course orientation and Warm-up
Week 2	Imperatives and directions
Week 3	Adverbs
Week 4	Past continuous tense. Reflective Pronouns
Week 5	Could be able to
Week 6	Past tense review
Week 7	Future continuous
Week 8	Some any/pronoun review
Week 9	<b><u>Test</u></b>
Week 10	<b><u>Book 3</u></b> Simple present tense
Week 11	Simple past tense/ Review
Week 12	Past tense/Review
Week 13	Future/ going to/ Review
Week 14	Present perfect tense
Week 15	Present perfect/ Since
Week 16	<b><u>Interview Tests</u></b>

## **British and American Studies**

**Class:** Colloquial English 201

**Instructor:** Moses Dubien, M.Ed., B.A. Email: moses.dubien@ucalgary.ca

**Time & Date:** 10:55 – 12:10 Wednesdays & Thursdays

**Term Dates:** April 15<sup>th</sup> – August 12<sup>th</sup>, 2020

### **Course Description:**

This international course will give students a chance to practice English orally while learning colloquial phrases in a variety of daily situations. Students will complete a variety of communicative activities primarily in pairs or groups.

### **Course Objectives:**

1. To introduce students to situations where colloquial English is used.
2. To improve oral communication in English while using colloquial phrases.
3. To provide a basic understanding of colloquial English.

### **Learner Outcomes:**

Students will be able to:

1. Present on topics covered in the course while using colloquial English. (LT1)
2. Answer questions based on various situations. (LT2)
3. Participate and successfully complete various activities in class. (LT3)
4. Understand basic colloquial English. (LT4)

### **Required Textbooks**

Printouts will be provided as needed.

### **Grading**

**A** 100-90% **B** 89-80% **C** 79-70% **D** 69-60% **F** 59-0

<b>Assessment</b>	<b>Percentage of Grade</b>
Presentation (LT1)	30%
Interview (LT2)	30%
Activity Participation (LT3)	10%
Quizzes (LT4)	10%
Attendance	20%

### **Learning Tasks Overview**

<b>Learning Task Number</b>	<b>Description of Task</b>	<b>Grouping for Task</b>
Learning Task #1 (LT1)	Presentation <b>Date: June 18</b>	Individual
Learning Task #2 (LT2)	Interview <b>Date: August 12</b>	Individual
Learning Task #3 (LT3)	Activity Participation <b>Date: Weekly</b>	Individual
Learning Task #4 (LT4)	Quizzes <b>Date: Weekly</b>	Individual

### Learning Tasks Details

1. Learning Task #1 Students will do 5 minute presentations about one of the units covered in class.
2. Learning Task #2 Students will be asked some questions and should answer them in full sentences.
3. Learning Task #3 Students are expected to fully participate during class activities.
4. Learning Task #4 Students will complete weekly unit test that include listening, grammar, and vocabulary sections. Quizzes will be generally be on Thursdays.

### LT1 Scoring Rubric

Learning Task Scoring Rubric (Total score /20)

	<b>Speaking</b>	<b>Timing</b>	<b>Content</b>	<b>Presentation Skills</b>
5/5	Almost no mistakes made Presentation is very clear and understandable	LT 1 = 5 minutes of speaking	Student has a lot of information with interesting ideas/stories. A lot of colloquial phrases are naturally used.	Excellent tone, body language and energy. Has great eye contact with audience.
4/5	Some mistakes made Presentation is understandable	LT 1 = 4 minutes of speaking	Student has a lot of information with interesting ideas/stories. A lot of colloquial phrases are used with little error.	Good tone, body language and energy. Good eye contact.
3/5	Many mistakes made Presentation is somewhat understandable	LT 1 = 3 minutes of speaking	Student has some information with interesting ideas/stories. Some colloquial phrases are used.	Adequate tone, body language and energy. Makes an effort to make eye contact.
2/5	Many mistakes made Difficulty in understanding presentation	LT 1 = 2 minutes of speaking	Student lacks information with interesting ideas/stories. Few colloquial phrases are used.	Poor tone, body language and energy. Almost no eye contact made.
0/5	No presentation given	No presentation given	No presentation given	No presentation given

### LT2 Scoring Rubric

\*Each question is worth 10 marks. 5 for speaking and 5 for listening.

	<b>Speaking</b>	<b>Comprehension</b>
5/5	<ul style="list-style-type: none"> <li>• almost no mistakes made</li> <li>• answer is very clear and understandable</li> <li>• uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• understands the questions asked</li> <li>• question is not repeated</li> </ul>
4/5	<ul style="list-style-type: none"> <li>• some mistakes made</li> <li>• answer is understandable</li> <li>• uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• understands the question asked</li> <li>• question is repeated 1x</li> </ul>
3/5	<ul style="list-style-type: none"> <li>• many mistakes made</li> </ul>	<ul style="list-style-type: none"> <li>• difficulty understanding question</li> </ul>



	<ul style="list-style-type: none"> <li>• answer is somewhat understandable</li> <li>• uses partial full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• asked</li> <li>• question is repeated 2x</li> </ul>
2/5	<ul style="list-style-type: none"> <li>• many mistakes made</li> <li>• difficulty understanding answer</li> <li>• one word answers</li> </ul>	<ul style="list-style-type: none"> <li>• great difficulty understanding question asked</li> <li>• question is repeated 3x</li> </ul>
0/5	<ul style="list-style-type: none"> <li>• no answer given</li> </ul>	<ul style="list-style-type: none"> <li>• no answer given</li> </ul>

### LT3 Scoring Rubric

\* 5 marks per class

Grade	Participation
5/5	<ul style="list-style-type: none"> <li>• Participates in all class activities with a great attitude.</li> <li>• Very little Japanese is spoken during class activities.</li> </ul>
4/5	<ul style="list-style-type: none"> <li>• Participates in all class activities with a good attitude.</li> <li>• Some Japanese is spoken during class activities.</li> </ul>
3/5	<ul style="list-style-type: none"> <li>• Participates in some class activities while sometimes being disruptive.</li> <li>• Japanese is spoken roughly 50% of the time.</li> </ul>
2/5	<ul style="list-style-type: none"> <li>• Barely participates in class activities with poor attitude.</li> <li>• A lot of Japanese is spoken during class activities.</li> </ul>
0/5	<ul style="list-style-type: none"> <li>• Does not participate in activities or participates with no effort to speak English.</li> </ul>

### Course Schedule

Week	Topic	Tasks
April, 15 & 16 (Week 1)	Introductions	Learning Task 4
April, 22 & 23 (Week 2)	Entertainment	Learning Task 4
May, 13 & 14 (Week 3)	Hobbies	Learning Task 4
May, 20 & 21 (Week 4)	Families	Learning Task 4
May, 27 & 28 (Week 5)	Personality	Learning Task 4
June, 3 & 4 (Week 6)	Work	Learning Task 4
June, 10 & 11 (Week 7)	Experiences	Learning Task 4
June, 17 & 18 (Week 8)	Review Unit 1/Presentations	Learning Task 1
June, 24 & 25 (Week 9)	Health	Learning Task 4
July, 1 & 2 (Week 10)	Relationships	Learning Task 4
July, 15 & 16 (Week 11)	Shopping	Learning Task 4
July 22 (Week 12)	Travel	
July 29 & 30 (Week 13)	Lifestyle	Learning Task 4
August 5 & 6 (Week 14)	Food	Learning Task 4
August 12 (Week 15)	Review Unit 2/Interviews	Learning Task 2

## British and American Studies

**Class:** Colloquial English 101

**Instructor:** Moses Dubien, M.Ed., B.A. Email: moses.dubien@ucalgary.ca

**Time & Date:** 9:30 – 10:45 Wednesdays & Thursdays

**Term Dates:** April 15<sup>th</sup> – August 12<sup>th</sup>, 2020

### Course Description:

This international course will give students a chance to practice English orally while learning colloquial phrases in a variety of daily situations. Students will complete a variety of communicative activities primarily in pairs or groups.

### Course Objectives:

1. To introduce students to situations where colloquial English is used.
2. To improve oral communication in English while using colloquial phrases.
3. To provide a basic understanding of colloquial English.

### Learner Outcomes:

Students will be able to:

1. Present on topics covered in the course while using colloquial English. (LT1)
2. Answer questions based on various situations. (LT2)
3. Participate and successfully complete various activities in class. (LT3)
4. Understand basic colloquial English. (LT4)

### Required Textbooks

Printouts will be provided as needed.

### Grading

**A** 100-90% **B** 89-80% **C** 79-70% **D** 69-60% **F** 59-0

Assessment	Percentage of Grade
Presentation (LT1)	30%
Interview (LT2)	30%
Activity Participation (LT3)	10%
Quizzes (LT4)	10%
Attendance	20%

### Learning Tasks Overview

Learning Task Number	Description of Task	Grouping for Task
Learning Task #1 (LT1)	Presentation <b>Date: June 18</b>	Individual
Learning Task #2 (LT2)	Interview <b>Date: August 12</b>	Individual
Learning Task #3 (LT3)	Activity Participation <b>Date: Weekly</b>	Individual
Learning Task #4 (LT4)	Quizzes <b>Date: Weekly</b>	Individual

### Learning Tasks Details

1. Learning Task #1 Students will do 5 minute presentations about one of the units covered in class.
2. Learning Task #2 Students will be asked some questions and should answer them in full sentences.
3. Learning Task #3 Students are expected to fully participate during class activities.
4. Learning Task #4 Students will complete weekly unit test that include listening, grammar, and vocabulary sections. Quizzes will be generally be on Thursdays.

## LT1 Scoring Rubric

Learning Task Scoring Rubric (Total score /20)

	<b>Speaking</b>	<b>Timing</b>	<b>Content</b>	<b>Presentation Skills</b>
5/5	Almost no mistakes made Presentation is very clear and understandable	LT 1 = 5 minutes of speaking	Student has a lot of information with interesting ideas/stories. A lot of colloquial phrases are naturally used.	Excellent tone, body language and energy. Has great eye contact with audience.
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0/5	No presentation given	No presentation given	No presentation given	No presentation given

## LT2 Scoring Rubric

\*Each question is worth 10 marks. 5 for speaking and 5 for listening.

	<b>Speaking</b>	<b>Comprehension</b>
5/5	<ul style="list-style-type: none"> <li>almost no mistakes made</li> <li>answer is very clear and understandable</li> <li>uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>understands the questions asked</li> <li>question is not repeated</li> </ul>
4/5	<ul style="list-style-type: none"> <li>some mistakes made</li> <li>answer is understandable</li> <li>uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>understands the question asked</li> <li>question is repeated 1x</li> </ul>
3/5	<ul style="list-style-type: none"> <li>many mistakes made</li> <li>answer is somewhat understandable</li> <li>uses partial full sentences</li> </ul>	<ul style="list-style-type: none"> <li>difficulty understanding question asked</li> <li>question is repeated 2x</li> </ul>
2/5	<ul style="list-style-type: none"> <li>many mistakes made</li> <li>difficulty understanding answer</li> <li>one word answers</li> </ul>	<ul style="list-style-type: none"> <li>great difficulty understanding question asked</li> <li>question is repeated 3x</li> </ul>
0/5	<ul style="list-style-type: none"> <li>no answer given</li> </ul>	<ul style="list-style-type: none"> <li>no answer given</li> </ul>

### LT3 Scoring Rubric

\* 5 marks per class

<b>Grade</b>	<b>Participation</b>
<b>5/5</b>	<ul style="list-style-type: none"><li>• Participates in all class activities with a great attitude.</li><li>• Very little Japanese is spoken during class activities.</li></ul>
<b>4/5</b>	<ul style="list-style-type: none"><li>• Participates in all class activities with a good attitude.</li><li>• Some Japanese is spoken during class activities.</li></ul>
<b>3/5</b>	<ul style="list-style-type: none"><li>• Participates in some class activities while sometimes being disruptive.</li><li>• Japanese is spoken roughly 50% of the time.</li></ul>
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### Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Tasks</b>
April, 15 & 16 (Week 1)	Introductions	<b>Learning Task 4</b>
April, 22 & 23 (Week 2)	Entertainment	<b>Learning Task 4</b>
May, 13 & 14 (Week 3)	Hobbies	<b>Learning Task 4</b>
May, 20 & 21 (Week 4)	Families	<b>Learning Task 4</b>
May, 27 & 28 (Week 5)	Personality	<b>Learning Task 4</b>
June, 3 & 4 (Week 6)	Work	<b>Learning Task 4</b>
June, 10 & 11 (Week 7)	Experiences	<b>Learning Task 4</b>
June, 17 & 18 (Week 8)	<b>Review Unit 1/Presentations</b>	<b>Learning Task 1</b>
June, 24 & 25 (Week 9)	Health	<b>Learning Task 4</b>
July, 1 & 2 (Week 10)	Relationships	<b>Learning Task 4</b>
July, 15 & 16 (Week 11)	Shopping	<b>Learning Task 4</b>
July 22 (Week 12)	Travel	
July 29 & 30 (Week 13)	Lifestyle	<b>Learning Task 4</b>
August 5 & 6 (Week 14)	Food	<b>Learning Task 4</b>
August 12 (Week 15)	<b>Review Unit 2/Interviews</b>	<b>Learning Task 2</b>

# Debate and Discussion 201

## Objectives

- To be able to understand written material in English.
- To improve oral communication in English on a variety of topics found in the course textbook, focusing on daily conversations.
- To provide students with real-life situations and authentic materials.
- To debate modern day issues at a pre-intermediate English level.

This international course will offer students the opportunity to examine various current issues found in society. Students will be expected to understand the various issues covered in this course as well as being able to comment on them by discussing their opinions in both presentation and debate format.

## Course Materials

- Impact Issues/ Pearson Longman

## Course Requirement and Policy

Each student is required to attend each class and engage in discussions on classroom topics, or other class activities. If you absolutely must miss a class because of an emergency, please notify me beforehand via phone or e-mail. You are still responsible for the information covered in that class.

## Outcome

Students will be able to:

1. To express opinions on the key issues covered while understanding different opinions.
2. To debate modern day issues at a pre-intermediate English level.
3. To express opinions on the key issues covered while understanding different opinions.

## Grading

- Attendance 25%
- Debate 25%
- Presentation 25%
- Participation 25%
- A 100-90% B 89-80% C 79-70% D 69-60% F 59-0

## Course Schedule

Week 1	<b><u>Book 2</u></b> Unit 3
Week 2	Unit 4
Week 3	Unit 5
Week 4	Unit 6
Week 5	Unit 7
Week 6	Unit 8
Week 7	Debate Preparation
Week 8	<b><u>Debate Test</u></b>
Week 9	Unit 9
Week 10	Unit 10
Week 11	Unit 11
Week 12	Unit 12
Week 13	Unit 13
Week 14	Unit 14
Week 15	Debate Preparation
Week 16	<b><u>Debate Test</u></b>

## Debate and Discussion 101

### Objectives

- To be able to understand written material in English.
- To improve oral communication in English on a variety of topics found in the course textbook, focusing on daily conversations.
- To provide students with real-life situations and authentic materials.
- To debate modern day issues at a pre-intermediate English level.

This international course will offer students the opportunity to examine various current issues found in society. Students will be expected to understand the various issues covered in this course as well as being able to comment on them by discussing their opinions in both presentation and debate format.

### Course Materials

- Impact Issues/ Pearson Longman

### Course Requirement and Policy

Each student is required to attend each class and engage in discussions on classroom topics, or other class activities. If you absolutely must miss a class because of an emergency, please notify me beforehand via phone or e-mail. You are still responsible for the information covered in that class.

### Outcome

Students will be able to:

1. To express opinions on the key issues covered while understanding different opinions.
2. To debate modern day issues at a pre-intermediate English level.
3. To express opinions on the key issues covered while understanding different opinions.

### Grading

- Attendance 25%
- Debate 25%
- Presentation 25%
- Participation 25%
- A 100-90% B 89-80% C 79-70% D 69-60% F 59-0

### Course Schedule

Week 1	Unit 1
Week 2	Unit 2
Week 3	Unit 3
Week 4	Unit 4
Week 5	Unit 5
Week 6	Unit 6
Week 7	Debate Preparation
Week 8	<b><u>Debate Test</u></b>
Week 9	Unit 7
Week 10	Unit 8
Week 11	Unit 9
Week 12	Unit 10
Week 13	Unit 11
Week 14	Unit 12
Week 15	Debate Preparation
Week 16	<b><u>Debate Test</u></b>

国際英米コース イングリッシュグラマーEL1 シラバス 令和元年

分類	必修	科目名	イングリッシュグラマーEL1	担当者	伊禮亮	配当年次学期	1年前期・後期
単位	前期2単位 後期2単位	実務教員の紹介	海外留学の経験を活かして、生徒の英語力を段階的総合的に上げることに努めたい。				
授業の到達目標	中学・高校で学ぶ英文法法の基礎をしっかりとマスターすると同時に、英単語・熟語・英語構文の習得に努め、最終的にはNHKの英語ニュースが理解できるようにしたい。						
授業概要	基本英文法テキストを用いて、基本的な文法をしっかりと理解できるようにし、英検、TOEICの文法・リーディング問題に対応できるようにする。基礎的な文法を習得後は、徹底的に英単語・熟語力のアップに繋げる。						
授業計画	第1W Be動詞 形容詞 第2W 一般動詞 第3W 代名詞 受動態 第4W 動詞の時制：未来形 過去形 進行形 未来形 第5W 動詞の時制：現在完了形 過去完了形 未来完了形 第6W 形容詞と副詞 疑問詞 自動詞と他動詞 第7W 1Qテスト 第8W 試験問題解説 品詞 前置詞 接続詞 第9W 助動詞 不定詞 使役動詞 知覚動詞 第10W 関係詞 接続詞 第11W 動名詞 分詞 比較級 that節 仮定法 第12W 形式主語 形式目的語 命令文 感嘆文 間接疑問文 付加疑問文 第13W 文法総復習 第14W 2Qテスト 第15W 試験問題解説 文法総復習 英単語・熟語集中ゼミ 英語構文 第16W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第17W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第18W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第19W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第20W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第21W 総復習 第22W 3QTest 第23W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第24W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第25W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第26W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第27W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第28W 英単語・熟語・英語構文集中ゼミ TOEIC&英検文法・リーディング対策 第29W 総復習						
テキスト	TOEIC L&R TEST受験準備基本英文法（TAC） 英文法の要点整理（学研） Sunshine 1～3（開隆堂）						
授業評価 方法基準	中間/期末テスト25% 出席率50% 授業活動参加25%						

Grammer (Basic English)			国際英米コース
単位	前期 2単位	実務教員の紹介	海外留学の経験を活かして、生徒の英語力を段階的に上げることに努めたい。
授業の到達目標	海外留学を念頭に、NHK英語ニュース、英語のディベート、英語のインタビュー、英語のドラマなど、直接英語で理解できるようにすると同時に、簡単な英語メールのやり取りができるようにする。		
授業概要	1学年で学んだ文法知識、英語構文、英単語・熟語の知識を駆使し、NHK英語ニュース、英語マガジン、英語ジャーナルなどの教材を解釈、分析し、ビジネスメールのライティングも含め、実践英語力の向上につとめる。		
授業計画	第1W 1年生の総復習 第2W 実践英語ゼミナール 英語マガジン・ジャーナル 英語ニュース ビジネス英語 (英文メール) 英語ライティング 第3W 実践英語ゼミナール 英語マガジン・ジャーナル 英語ニュース ビジネス英語 (英文メール) 英語ライティング 第4W 実践英語ゼミナール 英語マガジン・ジャーナル 英語ニュース ビジネス英語 (英文メール) 英語ライティング 第5W 実践英語ゼミナール 英語マガジン・ジャーナル 英語ニュース ビジネス英語 (英文メール) 英語ライティング 第6W 実践英語ゼミナール 英語マガジン・ジャーナル 英語ニュース ビジネス英語 (英文メール) 英語ライティング 第7W 1Qテスト 第8W 実践英語ゼミナール 英語マガジン・ジャーナル 英語ニュース ビジネス英語 (英文メール) 英語ライティング 第9W 実践英語ゼミナール 英語マガジン・ジャーナル 英語ニュース ビジネス英語 (英文メール) 英語ライティング 第10W 総復習 第11W 総復習 第12W 総復習 第13W 総復習 第14W 2Qテスト 終了 第15W 第16W 第17W 第18W 第19W 第20W 第21W 第22W 第23W 第24W 第25W 第26W 第27W 第28W 第29W		
テキスト	TOEIC L&R TEST受験準備基本英文法 (TAC) 英文法の要点整理 (学研) Sunshine 1～3 (開隆堂)		
授業評価 方法基準	中間/期末テスト25% 出席率50% 授業活動参加25%		



## British and American Studies

**Class:** Grammar 101

**Credits:** 2

### Course Description:

This introductory grammar course focuses on basic English grammar covering the following grammar targets: using the verb “be”, using have, using the simple present, using the present progressive, talking about the present, and nouns and pronouns. Students will use grammar learnt in class in not only reading and writing but also in speaking and listening activities.

### Course Objectives:

1. To understand basic English grammar and how it is used.
2. To use basic English grammar in both speaking and writing.

### Learner Outcomes

Students will be able to:

1. Understand basic English grammar (LT1, LT2, LT3).
2. Use basic English grammar in oral activities (LT2).
3. Edit writing which has grammatical errors in it (LT3).

### Required Textbooks

Azar, B. S. (2006). *Basic English grammar* (3<sup>rd</sup> ed.). White Plains, NY: Pearson Education.

### Grading

A 100-90%    B 89-80%    C 79-70%    D 69-60%    F 59-0

Assessment	Percentage of Final Grade
Test (LT1)	25%
Activity participation (LT2)	30%
Written Test (LT3)	25%
Attendance	20%

### Learning Tasks Overview

Tests	Date of Test	Grouping for Task
Learning Task 1 (LT1)	<b>Date: June 10<sup>th</sup>, 2019</b>	Individual
Learning Task 2 (LT2)	<b>Date: Weekly</b>	Individual
Learning Task 3 (LT3)	<b>Date: August 8<sup>th</sup>, 2019</b>	Individual

### Learning Tasks Details

1. Learning Task #1 Students will complete a traditional multiple choice test assessing grammar targets covered.
2. Learning Task #2 On the second class of every week students will participate in review activities and discussion focusing on grammar covered in the first class of the given week.
3. Learning Task #3 Students will be given various sentences and paragraphs and will be expected to correct any grammatical mistakes.

## LT2 Scoring Rubric

\* 5 marks per class

Grade	Participation
5/5	<ul style="list-style-type: none"> <li>Participates in all class activities with a great attitude.</li> <li>Very little Japanese is spoken during class activities.</li> </ul>
4/5	<ul style="list-style-type: none"> <li>Participates in all class activities with a good attitude.</li> <li>Some Japanese is spoken during class activities.</li> </ul>
3/5	<ul style="list-style-type: none"> <li>Participates in some class activities while sometimes being disruptive.</li> <li>Japanese is spoken roughly 50% of the time.</li> </ul>
2/5	<ul style="list-style-type: none"> <li>Barely participates in class activities with poor attitude.</li> <li>A lot of Japanese is spoken during class activities.</li> </ul>
0/5	<ul style="list-style-type: none"> <li>Does not participate in activities or participates with no effort to speak English.</li> </ul>

## Course Schedule

Date	Grammar	Readings/Tasks
Week 1 April 15, 18	Using Be	Sections 1.1 to 1.4; Oral review activities
Week 2 April 22, 25	Using Be	Sections 1.5 to 1.8; Oral review activities
Golden Week		
Week 3 May 9	Using Be and Have	Sections 2.1 to 2.4; Oral review activities
Week 4 May 13, 16	Using Be and Have	Sections 2.5 to 2.8; Oral review activities
Week 5 May 20, 23	Using the Simple Present	Sections 3.1 to 3.4; Oral review activities
Week 6 May 27, 30	Using the Simple Present	Sections 3.5 to 3.9; Oral review activities
Week 7 June 6	Using the Simple Present	Sections 3.10 to 3.13; Oral review activities
Week 8 June 10 (Exam week)	<b>Test Day</b>	<b>Learning Task 1</b>
Week 9 June 17, 20	Using the Present Progressive	Sections 4.1 to 4.4; Oral review activities
Week 10 June 24, 27	Using the Present Progressive	Sections 4.5 to 4.8; Oral review activities
Week 11 July 8, 11	Talking about the Present	Sections 5.1 to 5.4; Oral review activities
Week 12 July 18	Talking about the Present	Sections 5.5 to 5.8; Oral review activities
Week 13 July 22, 25	Talking about the Present	Sections 5.9 to 5.11; Oral review activities
Week 14 July 29, August 1	Nouns and pronouns	Sections 6.1 to 6.5; Oral review activities
Week 15 Aug. 5, 8 (Exam week)	Monday (Review); Thursday ( <b>Test Day</b> )	<b>Learning Task 3</b>

## Listening Comprehension

### 国際英米

- 自己紹介
- シラバスについて
- Listening Comprehensionについて
  - — American English
  - — British English
  - — Australian English
- 英語学習の心構え・留学について
- グローバル人材になるための条件
- 音読・シャドーイングの練習法
  - 集中力を高める
  - 分からない単語を再認識する
  - 音読で脳が活性化
- Listening + Reading の重要性
- テキスト・英検準2級
  - Theme 1 学校・教育
  - Theme 2 仕事・生活
  - Theme 3 食事・買い物
  - Theme 4 余暇・スポーツ
  - Theme 5 身体・医療
  - Theme 6 社会・出来事
  - Theme 7 文化・科学
  - Theme 8 生物・環境
- テキスト・NHK Interview (対話) Listening 中心
  - Dr. Mary Jerome (アメリカ・コロンビア大学)
  - Agnes Chan (歌手・アジアUNICEF 親善大使)
  - Ms. Akiko Shinoda (英語同時通訳者)
  - Mrs. Geraldine Willcox (イギリス・外国人墓地管理者)
  - Ms. Natsuko Toda (映画字幕翻訳家)
- Newspaper Articles (Surviving in America)

## Listening Comprehension

### 国際英米

- 自己紹介
- シラバスについて
- Listening Comprehension について
  - — American English
  - — British English
  - — Australian English
- 英語学習の心構え・留学について
- グローバル人材になるための条件
- 音読・シャドーイングの練習法
  - 集中力を高める
  - 分からない単語を再認識する
  - 音読で脳が活性化
- Listening + Reading の重要性
- テキスト・英検 3 級
  - Theme 1 リスニング ①
  - Theme 2 リスニング ②
  - Theme 3 掲示文
  - Theme 4 手紙・Eメール
  - Theme 5 逸話・できごと
  - Theme 6 伝記・人物
  - Theme 7 行事や場所の歴史・特徴
  - Theme 8 物事に関する説明文
- テキスト・NHK Interview (対話) Reading 中心
  - Dr. Mary Jerome (アメリカ・コロンビア大学)
  - Agnes Chan (歌手・アジア UNICEF 親善大使)
  - Ms. Akiko Shinoda (英語同時通訳者)
  - Mrs. Geraldine Willcox (イギリス・外国人墓地管理者)
  - Ms. Natsuko Toda (映画字幕翻訳家)
- Newspaper Articles (Surviving in America)

## **British and American Studies**

**Class:** Oral Communications 2

**Credits:** 1

### **Course Description:**

This international course will give students a chance to practice English orally from what they learnt in Pre-intermediate English 101. Students will complete a variety of communicative activities primarily in pairs or groups.

### **Course Objectives:**

1. To review grammatical targets and vocabulary found in English Beginner 101.
2. To improve oral communication in English on a variety of topics.

### **Learner Outcomes:**

Students will be able to:

1. Answer questions based on various situations. (LT1) (LT2)
2. Participate and successfully complete various activities in class. (LT3)

### **Required Textbooks**

Printouts will be provided as needed.

### **Grading**

**A** 100-90% **B** 89-80% **C** 79-70% **D** 69-60% **F** 59-0

<b>Assessment</b>	<b>Percentage of Quarter Grade</b>
Interview 1 (LT1)	25%
Interview 2 (LT2)	25%
Activity Participation (LT3)	30%
Attendance	20%

### **Learning Tasks Overview**

<b>Learning Task Number</b>	<b>Description of Task</b>	<b>Grouping for Task</b>
Learning Task #1 (LT1)	Interview 1 <b>Date: June 4<sup>th</sup>, 2019</b>	Individual
Learning Task #2 (LT2)	Interview 2 <b>Date: August 6<sup>th</sup>, 2019</b>	Individual
Learning Task #3 (LT3)	Activity Participation <b>Date: Weekly</b>	Individual

### **Learning Tasks Details**

1. Learning Task #1 & 2 Students will be asked some questions and should answer them in full sentences.
2. Learning Task #3 Students are expected to fully participate during class activities.

## LT1 & LT2 Scoring Rubric

\*Each question is worth 10 marks. 5 for speaking and 5 for listening.

	Speaking	Comprehension
5/5	<ul style="list-style-type: none"> <li>almost no mistakes made</li> <li>answer is very clear and understandable</li> <li>uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>understands the questions asked</li> <li>question is not repeated</li> </ul>
4/5	<ul style="list-style-type: none"> <li>some mistakes made</li> <li>answer is understandable</li> <li>uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>understands the question asked</li> <li>question is repeated 1x</li> </ul>
3/5	<ul style="list-style-type: none"> <li>many mistakes made</li> <li>answer is somewhat understandable</li> <li>uses partial full sentences</li> </ul>	<ul style="list-style-type: none"> <li>difficulty understanding question asked</li> <li>question is repeated 2x</li> </ul>
2/5	<ul style="list-style-type: none"> <li>many mistakes made</li> <li>difficulty understanding answer</li> <li>one word answers</li> </ul>	<ul style="list-style-type: none"> <li>great difficulty understanding question asked</li> <li>question is repeated 3x</li> </ul>
0/5	<ul style="list-style-type: none"> <li>no answer given</li> </ul>	<ul style="list-style-type: none"> <li>no answer given</li> </ul>

## LT3 Scoring Rubric

\* 5 marks per class

Grade	Participation
5/5	<ul style="list-style-type: none"> <li>Participates in all class activities with a great attitude.</li> <li>Very little Japanese is spoken during class activities.</li> </ul>
4/5	<ul style="list-style-type: none"> <li>Participates in all class activities with a good attitude.</li> <li>Some Japanese is spoken during class activities.</li> </ul>
3/5	<ul style="list-style-type: none"> <li>Participates in some class activities while sometimes being disruptive.</li> <li>Japanese is spoken roughly 50% of the time.</li> </ul>
2/5	<ul style="list-style-type: none"> <li>Barely participates in class activities with poor attitude.</li> <li>A lot of Japanese is spoken during class activities.</li> </ul>
0/5	<ul style="list-style-type: none"> <li>Does not participate in activities or participates with no effort to speak English.</li> </ul>

## Course Schedule

Date	Topic	Activities
4/16	Chapter 1 Review	1.1 – 1.4
4/23	Chapter 2 Review	2.1 – 2.5
Golden Week	No Class	
5/7	Chapter 3 Review	3.1 – 3.7
5/14	Chapter 4 Review	4.1 – 4.5
5/21	Chapter 5 Review	5.1 – 5.6
5/28	Chapter 6 Review	6.1 – 6.3
6/4 Q1 Exam	<b>Interview 1</b>	<b>Learning Task 1</b>
6/11- No School	No Class	
6/18	Chapter 7 Review	7.1 – 7.5
6/25	Chapter 8 Review	8.1 – 8.6
7/2 – sports competition	No Class	
7/9	Chapter 9 Review	9.1 – 9.6
7/16	Chapter 10 Review	10.1 – 10.4
7/23	Chapter 11 Review	11.1 – 11.6
7/30	Chapter 12 Review	12.1 – 12.4
8/6 – Q2 Exam	<b>Interview 2</b>	<b>Learning Task 2</b>

# SIBA 国際英米コース 授業シラバス

科目名	PC検定	国際英米コース
講義概要と目的		
<p>Microsoft Wordを使用するための操作手順の習得を目的とし、主に、Wordの基本操作、オブジェクト・表の挿入、文字書式の設定等を学習していく。一般企業にて活用できるレベルでの操作技能の習得を目指す。</p> <p>また、Word検定3級取得を目指す。</p>		
到達目標		
<p>Microsoft Wordを用いて、通常のビジネス文書処理を行うことができる。同時に、パソコン、ワープロ、ビジネス文書に関する実践的な技能を有している。</p>		
回	テーマ	内容
1	応用演習	練習問題7
2	応用演習	練習問題8
3	応用演習	練習問題9
4	応用演習	練習問題10
5	応用演習	模擬問題1
6	応用演習	模擬問題2
7	応用演習	模擬問題3
8	応用演習	模擬問題4
9	応用演習	模擬問題5
10	応用演習	模擬問題6
11	応用演習	サンプル問題
12	応用演習	課題プリント
13	応用演習	課題プリント
テキスト	「Word 文書処理技能認定試験3級問題集」、サーティファイ	

# SIBA 国際英米コース 授業シラバス

科目名	PC 検定	国際英米コース
講義概要と目的		
Microsoft Wordを使用するための操作手順の習得を目的とし、主に、Wordの基本操作、オブジェクト・表の挿入、文字書式の設定等を学習していく。一般企業にて活用できるレベルでの操作技能の習得を目指す。		
到達目標		
Microsoft Wordを用いて、通常のビジネス文書処理を行うことができる。同時に、パソコン、ワープロ、ビジネス文書に関する実践的な技能を有している。		
回	テーマ	内容
1	基礎演習	Wordの起動、文字の入力
2	基礎演習	文書の作成・編集
3	基礎演習	印刷設定
4	応用演習	表や図形の挿入
5	応用演習	画像を使った文書の作成
6	応用演習	練習問題1
7	応用演習	練習問題2
8	応用演習	練習問題3
9	応用演習	練習問題4
10	応用演習	練習問題5
11	応用演習	練習問題6
12	応用演習	模擬問題1
テキスト	「Word 文書処理技能認定試験3級問題集」、サーティファイ	



英語科合同科目シラバス：TOEIC 4・5 組

English Department Joint classes syllabus: TOEIC Group 4 and 5

Credit:3

**Course Objective / Target for Achievement:**

This course aims to guide the students to acquire general knowledge of English language tested in the TOEIC. The students will be trained to achieve the required skills to response to reading and listening test questions by which their skills of writing and speaking English are improved.

**Outline of class:**

Each class will guide students to practice reading and listening English. Study materials will be based on grammar and comprehension of reading and listening materials related to English for international communication plus past test materials – reading and listening. The class will provide exercise to help improve students' knowledge of words and phrases for both writing and speaking ability as well.

**Organization of the classes:**

The content of the class will include:

- Orientation about the TOEIC test, study plan and materials plus basic grammar and communication practices.
- Introduction of words, phrases and sentences: Guide and practice of study materials related to specific test areas such as:
  - Listening comprehension:                      • Photographs                                      • Question-Response
  - Conversations                                      • Talks    • Incomplete Sentences
  - Text Completion                                      • Reading Comprehension

**Study materials:**

TOEIC text books and test samples from 2016 to 2018 with other related supplementary materials.

**Grading:**

Grading will be based on attendance, participation in the class work and the final examination. Passing of the official test will carry a special certificate in TOEIC.

## 英語科合同科目シラバス：TOEIC 3組

English Department Joint classes syllabus: TOEIC Group 3

**Credit:** 3

### **Course Objective / Target for Achievement:**

This course is targeted to bring the students English level to be able to pass the TOEIC examination. Students are trained to the required level of English lessons in reading and listening, so their ability to write and speaking levels are improved.

### **Outline of class:**

Each class is divided into 3 x 50 minutes sessions and each 50 minutes we focus on one major activity like reading or listening or writing or activity based exercises. Study material are based on TOEIC guidelines and focused towards examination expectations. This class puts a great focus on improving the students' vocabulary through activity and team based exercises.

### **Organization of the classes:**

The content of the class will include:

- Introduction about the TOEIC test, study plan and materials plus basic grammar and communication practices.
- Introduction of words, phrases and sentences: Guide and practice of study materials related to specific test areas such as:
  - Listening comprehension:                      • Photographs                                      • Question-Response
  - Conversations                                      • Talks    • Incomplete Sentences
  - Text Completion                                      • Reading Comprehension

### **Study materials:**

TOEIC text books, online materials, past test samples

### **Grading:**

Grading will be based on attendance, participation in the class work and the final examination. Passing of the official test will carry a special certificate in TOEIC.

英語科合同科目シラバス：TOEIC 1・2組

English Department Joint classes syllabus: TOEIC Group 1 and 2

**Course Description:**

This TOEIC course will introduce students to a variety of different functions found in the TOEIC test. Some of these functions include practice tests, and learning new vocabulary. Students will be expected to use learned vocabulary and phrases on a weekly basis.

**Course Objectives:**

1. To understand various test situations.
2. To improve speaking, listening and vocabulary.
3. To use learned material in tests.

**Learner Outcomes**

Students will be able to:

1. Understand various test situations.
2. Apply Knowledge found in test situations.
3. Improve TOEIC skills.
4. Answer questions usually encountered during the testing.

# SIBA 国際英米コース 授業シラバス

科目名	ビジネス検定	国際英米コース
授業到達目標		
①授業を通じ社会人としてのマナー、モラルを知り、卒業時、即戦力として社会に貢献できる人物を育成する		
②ビジネス能力検定 ジョブパス 3級取得		
授業概要と方法		
①テキストと実体験を中心に社会人になる重要ポイントを説き、理解させる。		
②模擬試験と小テスト、語録集の活用で検定取得に関するテクニックを学ぶ		
回	テーマ	内容
1	ガイダンス	目的、概要説明
2	キャリアと仕事へのアプローチ	働く意識 仕事への取組み 会社の基本ルール
3	8つの意識	顧客 品質 納期 時間 目標 協調 改善 コスト
4	コミュニケーションとビジネスマナーの基本	コミュニケーションの基本 円滑なコミュニケーション 身だしなみ
5	指示の受け方と報告・連絡・相談	ポイント お辞儀 態度と健康管理 入社・退社・休暇
6	話し方と聞き方	ふさわしい話し方 言葉遣い 敬語・尊敬語・謙譲語
7	来客対応と訪問の基本	基本、流れ、面談マナー、名刺交換、訪問基本
8	社内の付き合い	会食、食事のマナー 冠婚葬祭 仕事後の付き合い
9	仕事への取組み	定型・非定型業務 仕事の進め方 スケジュール管理
10	ビジネス文書の基本	役割と書き方 種類 作成例 社外文書 電子メール
11	統計とデータ	表とグラフ 読み方、まとめ方 作り方、特徴
12	情報収集とメディア活用	取捨選択 インターネット活用法 新聞からの収集
13	日本の経済と環境	基本構造と変化 求められる人材
14	模擬試験 1	2014以前
15	模擬試験 2	2014以降
テキスト	2016版 ビジネス能力検定ジョブパス3級公式テキスト 一般社団法人 職業教育・キャリア教育財団	
	2016版 ビジネス能力検定ジョブパス3級公式試験問題集 一般社団法人 職業教育・キャリア教育財団	

# SIBA 国際英米コース 授業シラバス

科目名	ビジネス検定/コミュニケーション検定	国際英米コース
授業到達目標		
①社会生活の中でコミュニケーションが円滑に行える人物の育成		
②情報を的確に判断・評価し自分なりの理解を意見に反映させ、他者に的確に発信できる能力を身に付ける		
③サーティファイ能力認定委員会コミュニケーション検定初級取得		
授業概要と方法		
①テキストと、問題集を中心に実際に身の回りで起きている出来事を題材にコミュニケーションを学ぶ		
②模擬試験と小テストの活用で検定取得に関するテクニックを学ぶ		
回	テーマ	内容
1	ガイダンス	目的概要説明
2	コミュニケーションセオリー ①	コミュニケーションを考える
3	コミュニケーションセオリー ②	聞く力：聞く、聴く 傾聴と質問
4	コミュニケーションセオリー ③	話す力：目的の持ち方、話の組み立て方、言葉選び、表現
5	コミュニケーション実践 基礎 ①	来客対応 / 電話対応
6	コミュニケーション実践 基礎 ②	アポイントメント / 訪問 / 挨拶
7	コミュニケーション実践 基礎 ③	情報の共有
8	コミュニケーション実践 基礎 ④	チームコミュニケーション
9	コミュニケーション実践 応用 ①	接客 / 営業
10	コミュニケーション実践 応用 ②	クレーム対応
11	コミュニケーション実践 応用 ③	会議 / 取材 / ヒアリング
12	コミュニケーション実践 応用 ④	面接
13	模擬試験 1	過去問題 1
14	模擬試験 2	過去問題 2
15	模擬試験 3	過去問題 3
テキスト	コミュニケーション検定協会 初級公認ガイドブック&問題集 / サーティファイ コミュニケーション能力認定委員会	

## 英語科合同科目シラバス：観光英検 3 級

### English Department Joint classes syllabus: TOURISM EIKEN Grade 3

**Credit:** 3

#### **Course Objective / Target for Achievement:**

This course aims to guide the students to acquire basic English language knowledge specific to Tourism EIKEN Test grade 3. The students will be trained to achieve the required skills of reading, writing, listening and speaking levels of the materials in English.

#### **Outline of class:**

Each class will guide students to practice writing and speaking English supported by reading and listening training. Study materials will be based on basic grammar and practical communication plus past test materials – reading and listening. The class will provide exercise to help improve students' knowledge of words and phrases for both writing and speaking ability related to Tourism.

#### **Organization of the classes:**

The content of the class will include:

- Orientation about the Tourism EIKEN test, study plan and materials plus basic grammar and communication practice
- Introduction of words, phrases and sentences: Guide and practice of study materials related to specific situations such as:
  - Airport / Aboard the plane      • Hotel      • Restaurant      • Shopping
  - Transportation      • Tour and travel      • Communication / Banks
  - Entertainment / leisure / Illness / Medication
  - Basic expressions in Tourism EIKEN      • Travelling abroad / Japan
  - Listening practice: Listening to English conversation.

#### **Study materials:**

Tourism EIKEN Text books for Grade 3 with other related supplementary materials.

#### **Grading:**

Grading will be based on attendance, participation in the class work and the final examination. Passing of the official test will carry a special certificate in Tourism English.

英語科合同科目シラバス：観光英検 2 級

English Department Joint classes syllabus: Tourism EIKEN Grade 2

**Credits:** 3

**Course Description:**

This course prepares students for the Tourism Eiken Grade 2 exam. Students will practice all four language skills with particular attention to reading and listening. This will include studying tourism words, and phrases in both written and oral form. Students will work with previous administered Tourism Eiken Grade 2 exams as part of their preparation.

**Course Objectives:**

1. To make students familiar with course format and content.
2. To improve students' reading skills up to Tourism Eiken Grade 2 level.
3. To improve students' listening skills up to Tourism Eiken Grade 2 level.

**Grading**

A 100-90% B 89-80% C 79-70% D 69-60% F 59-0%

Grading will be based on both student attendance and test performance.

S I B A 国際英米コース 文章表現シラバス

科目名	文章表現			担当講師	乾 芳壽		
実施期間	通年	学年	1	開講時間	月曜2限	単位数	2
講義概要	<p>(1) 学生は将来、スピーチや小論文作成など多くの場面で自らの考えをまとめ、相手を説得することになる。留学時はもちろん、入学、入社試験で、臆せず、堂々と自己を主張するようにさせたい。そのためには、文章表現を通して、序論、本論、結論の三段落構成の文章を作成することは重要である。自らの主張を展開できるためにも構成力を身につけさせたい。</p> <p>(2) 日本語の持つ多様な表現を通して語彙を豊かにする。朝日新聞&amp; Benesse 主催「語彙・読解力検定」を受検する。</p>						
指導目標	<p>(1) 三段落構成の文章を構成し、正しい日本語で表すことができるようになる。</p> <p>(2) 語彙を豊かにすべく、多くの言語表現に触れる。</p>						
成績評価及び基準	<p>①平常点                  ②中間テスト(前・後期中間時に実施)                  ③期末テスト(前・後期終了時に実施)                  ④語彙・読解力検定                  をもとに評価する。評価の比重は①②③それぞれ1/3とする。                  ④は前期の評価の参考として加点する。</p>						
回	テーマ			内 容			
1	(1) 前期シラバスの説明をする。 (2) 語彙検定について知る。						
2	(1) 作文の基本と書き方を知る。 (2) 辞書語彙領域(国語辞典)の語句を知る。			三段落構成 社会生活のなかで多く使用する語句、敬語表現、慣用語			
3	(1) 作文の基本と書き方を知る。 (2) 新聞語彙領域で使用されている語句を知る。(I)			序論・本論・結論の表現 政治・社会・文化領域分野の語句			
4	(1) 原稿用紙の使い方を知る。 (2) 新聞語彙領域で使用されている語句を知る。(II)			原稿用紙の使い方の基本 経済・国際分野の語句			
5	(1) 論文の文体は常体で書くことを知る。 (2) 新聞語彙領域で使用されている語句を知る。(III)			敬体と常体の区別 科学技術・環境分野の語句			
6	(1) 構成を考える(I) (2) 新聞語彙領域で使用されている語句を知る。(IV)			文章の構造 医療・生活分野の語句			
7	(1) 構成を考える(II) (2) 新聞記事で用いられている語句を知る。			文章の構造と三段落構成 話題となった新聞記事から出題された語句			
8	(1) 取材メモの取り方、添削の仕方を知る。 (2) 新聞記事の文章を読み、問題を解く。* (2)は今回で終了			取材メモの作り方、添削の仕方 朝日新聞「天声人語」の読解			
9	自分のなかを探る 「私が熱中しているもの」			自分をアピールする文章づくり①			



1 0	自分のなかを探る 「私が得意なこと」	自分をアピールする文章づくり②
1 1	自分のなかを探る 「私の長所」	自分をアピールする文章づくり③
1 2	自分のなかを探る 「留学先で自分をアピール！」①	自分をアピールする文章づくり④
1 3	自分のなかを探る 「留学先で自分をアピール！」②	自分をアピールする文章づくり⑤ 添削の仕方
1 4	自分のなかを探る 「留学先で沖縄を紹介する」	沖縄のよさをアピールする文章づくり
1 5	まとめ 構成を考える	よい小論文とは？
1 6	後期シラバスの説明をする。	自分の考えの整理 整理メモと構成
1 7	課題文がなく、設問のみの問題に答える。①	イエスカノーを明確にする文章を書く。①
1 8	課題文がなく、設問のみの問題に答える。②	イエスカノーを明確にする文章を書く。②
1 9	課題文がなく、設問のみの問題に答える。③	イエスカノーを明確にする文章を書く。③
2 0	課題文がなく、設問のみの問題に答える。④	イエスカノーを明確にする文章を書く。④
2 1	課題文がなく、設問のみの問題に答える。⑤	イエスカノーを明確にする文章を書く。⑤
2 2	課題文がなく、設問のみの問題に答える。⑥	イエスカノーを明確にする文章を書く。⑥
2 3	課題文がなく、設問のみの問題に答える。⑦	イエスカノーを明確にする文章を書く。⑦
2 4	課題文がなく、設問のみの問題に答える。⑧	イエスカノーを明確にする文章を書く。⑧
2 5	課題文をふまえて書く。①	新聞記事、社説、エッセイを読み、自分の考えを書く。①
2 6	課題文をふまえて書く。②	新聞記事、社説、エッセイを読み、自分の考えを書く。②
2 7	課題文をふまえて書く。③	新聞記事、社説、エッセイを読み、自分の考えを書く。③
2 8	課題文をふまえて書く。④	新聞記事、社説、エッセイを読み、自分の考えを書く。④
2 9	課題文をふまえて書く。⑤	新聞記事、社説、エッセイを読み、自分の考えを書く。⑤
3 0	まとめをする。	
参考文献並びに資料： 樋口裕一編著『ブレない小論文の書き方』教学社 2016年 島田久美子著『プロが指導する実践的小論文講座』遊友出版 2011年 沖縄タイムス・琉球新報・朝日新聞「社説」、「コラム」等		

S I B A 国際英米コース 文章表現シラバス

科目名	小論文			担当講師	乾 芳壽		
実施期間	通年	学年	2	開講時間	月曜1限	単位数	2
講義概要	<p>学生は将来、スピーチや小論文作成など多くの場面で自らの考えをまとめ、相手を説得することになる。留学時はもちろん、入学、入社試験で、臆せず、堂々と自己を主張するようにさせたい。そのために、文章表現を通して、序論、本論、結論の三段落構成の文章を作成することは重要である。1年次で、自らの主張を展開できるように構成力を身につけてきた。</p> <p>2年次ではテーマに基づいて小論文を作成する。留学先の異文化のなかで、外国人と伍して自己主張できる国際人を育てることが目標である。</p> <p>同時に、留学後の3年次大学編入試験や就職試験に耐える域に到達する力量を持てることも目標である。</p>						
指導目標	三段落構成の文章を書き、正しい日本語で自分の考えを表すことができるようにする。						
成績評価及び基準	<p>①平常点                  ②中間テスト（前・後期中間時に実施）                  ③期末テスト（前・後期終了時に実施）                  ④語彙・読解力検定</p> <p>をもとに評価する。評価の比重は①②③④それぞれ1/4とする。</p>						
回	テーマ			内 容			
1	前期シラバスの説明をする。 三段落構成の小論文を理解する。			三段落構成の文の理解			
2	テーマ「国際」をふまえて小論文を書く。①			「グローバル化のメリットとデメリット」について述べる。			
3	テーマ「国際」をふまえて小論文を書く。②			「人権の尊重と民主化運動」について述べる。			
4	テーマ「国際」をふまえて小論文を書く。③			「食料問題と食糧自給率の向上」について述べる。			
5	テーマ「国際」をふまえて小論文を書く。④			「沖縄の観光振興の課題」について述べる。			
6	テーマ「国際」をふまえて小論文を書く。⑤			「外国人の労働問題の問題点」について述べる。			
7	テーマ「政治・経済」をふまえて小論文を書く。①			「憲法改正と平和主義のあり方」について述べる。			
8	テーマ「政治・経済」をふまえて小論文を書く。②			「司法制度改革のねらいと課題」について述べる。			
9	テーマ「政治・経済」をふまえて小論文を書く。③			「日本がかかえる領土問題」について述べる。			
10	テーマ「政治・経済」をふまえて小論文を書く。④			「企業倫理のあり方」について述べる。			
11	テーマ「環境」をふまえて小論文を書く。①			「地球温暖化のもたらす影響」について述べる。			
12	テーマ「環境」をふまえて小論文を書く。②			「オゾン層の破壊と対策」について述べる。			
13	テーマ「環境」をふまえて小論文を書く。③			「水俣病と企業の役割」について述べる。			

14	テーマ「科学・技術」をふまえて小論文を書く。①	「原子力発電のメリットとデメリット」について述べる。
15	テーマ「科学・技術」をふまえて小論文を書く。②	「再生可能エネルギーの種類と今後の展望」について述べる。
16	後期シラバスの説明をする。 小論文の書き方の基本を確認する。	
17	テーマ「情報・通信」をふまえて小論文を書く。①	「インターネットを利用したコミュニケーションの長所短所」について述べる。
18	テーマ「情報・通信」をふまえて小論文を書く。②	「携帯電話のもたらす功罪」について述べる。
19	テーマ「情報・通信」をふまえて小論文を書く。③	「電子書籍が与える社会への影響」について述べる。
20	テーマ「医療・健康」をふまえて小論文を書く。①	「遺伝子診断の問題点」について述べる。
21	テーマ「医療・健康」をふまえて小論文を書く。②	「生活習慣病と医療問題」について述べる。
22	テーマ「福祉」をふまえて小論文を書く。①	「超高齢社会がもたらす社会的影響」について述べる。
23	テーマ「福祉」をふまえて小論文を書く。②	「児童福祉と今後の社会」について述べる。
24	テーマ「社会」をふまえて小論文を書く。①	「少子化の功罪」について述べる。
25	テーマ「社会」をふまえて小論文を書く。②	「無縁社会の背景と市民の役割」について述べる。
26	テーマ「社会」をふまえて小論文を書く。③	「ボランティア活動のあり方」について述べる。
27	テーマ「社会」をふまえて小論文を書く。④	「日本語の乱れ」について述べる。
28	テーマ「社会」をふまえて小論文を書く。⑤	「日本文化の広がり」について述べる。
29	テーマ「社会」をふまえて小論文を書く。⑥	「沖縄の文化の特色」について述べる。
30	まとめをする。	

参考文献並びに資料：

近藤千洋編著『ワークで覚える小論文頻出テーマジャンル別キーワード』  
桐原書店 2014年  
中央ゼミナール編『大学編入・大学院入試 合格！論文の書き方』  
東京図書 2003年  
樋口裕一編著『ブレない小論文の書き方』教学社 2016年  
島田久美子著『プロが指導する実践的小論文講座』遊友出版 2011年  
沖縄タイムス・琉球新報・朝日新聞「社説」、「コラム」等  
各大学編入並びに入学試験問題

**Course Name:** 異文化コミュニケーション

**Course in-charge:** Suwarn Vajracharya, Ph.D. **Email:** [suwan\\_vj@siba.ac.jp](mailto:suwan_vj@siba.ac.jp)

**Credit:** 1

**Course Objective / Target for Achievement:**

This course aims to guide the students to acquire basic understanding of cross-cultural communication so that they gain skills to communicate with individuals from different cultures. The students will be trained to appreciate not only cross-cultures (inter-cultures) but also one's own to prepare them to enjoy cross-cultural communication in any environment.

**Outline of class:**

Each class will guide students to read contents of diverse cultures that will include cultures from English speaking countries and others. Study materials will include texts, audio and videos. The class will provide exercise to help improve students' knowledge of words, phrases and expressions of English for both writing and speaking ability related to cross-cultures and communication about them.

**Organization of the classes:**

The content of the class will include:

- Orientation about different cultures, study plan and materials.
- Introduction to American culture, British, Australian and other selected cultures of the world: Guide and practice of study materials related to specific areas such as:
  - Culturally well-known places of America
  - Inventions and inventors
  - Renowned people
  - Transportation system
  - Tour and travel
  - Arts and entertainment
  - United kingdom and selected cultures of South, south-east Asian countries
  - Training in presentation of individually selected cultures and places of interest

**Study materials:** Milada Broukal's 'All about the USA' and 'What A World: Amazing stories from around the world' are recommended. Other materials will be distributed in the class.

**Grading:**

Grading will be based on attendance (30%), participation in the class work (30%) and the presentation or written examination (40%).

# SIBA 国際英米コース 授業シラバス

科目名	留学Preparation	国際英米コース
授業到達目標		
<ul style="list-style-type: none"> <li>・ 留学に対する知識を深めるとともに、留学に対してのマインドセットをする</li> </ul>		
<ul style="list-style-type: none"> <li>・ 各留学校の情報を得る。また各校の留学システムや編入などの方法を知る</li> </ul>		
<ul style="list-style-type: none"> <li>・ 留学手続きの要領を理解し、スムーズな手続きのための下準備をする</li> </ul>		
授業概要と方法		
<ul style="list-style-type: none"> <li>・ インターネットを利用しての情報収集</li> </ul>		
<ul style="list-style-type: none"> <li>・ 各案内等に利用しているパワーポイントによる講義</li> </ul>		
<ul style="list-style-type: none"> <li>・ 体験、経験による問題点のフィードバック</li> </ul>		
回	テーマ	内容
1	自分はなぜ留学を希望したか：東海林の場合	自らの経験談を基に、留学実現までのプロセス、目的を理解する
2	留学に対する思い (課題：成功例、失敗例に対しての自分の考	留学を希望するに至る思いの流れを書き出す
3	課題発表	GW中に調べた留学の成功例、失敗例を検証する
4	Mind set 1 時事調査 国内情勢 USA	
5	Mind set 2 時事調査 国内情勢 AU	
6	Mind set 3 留学先研究 USA	
7	Mind set 4 留学先研究 AUS	
8		
9		
10		
11		
12		
13		
14		
15		
テキスト		

## British and American Studies

**Class:** Pre-inter English

**Credits:** 3

### Course Description:

This international course will expand students' experience to various situations where English is used in daily life. This course will be consisting of all aspects of English usage including reading, writing, speaking and listening activities. This course comprises of three sections: textbook, workbook, and computer lab.

### Course Objectives:

1. To be able to understand written material in English.
2. To understand various grammatical targets while learning new vocabulary words.
3. To improve oral communication in English on a variety of topics found in the course textbook, focusing on daily conversations.

### Learner Outcomes:

Students will be able to:

1. Use grammar and vocabulary correctly at a beginner level. (LT1) (LT2)
2. Answer questions based on various situations. (LT3)
3. Read and write about various topics at their skill level. (LT4)

### Required Textbooks

Molinsky, S. and Bliss, B. (2017). *Side by side 2*. New York: Pearson Education.

### Grading

**A** 100-90% **B** 89-80% **C** 79-70% **D** 69-60% **F** 59-0

Assessment	Percentage of Quarter Grade
Weekly Quizzes (LT1)	15%
Written Test (LT2)	20%
Interview (LT3)	25%
Computer Lab (LT4)	25%
Attendance	15%

### Learning Tasks Overview

Learning Task Number	Description of Task	Grouping for Task
Learning Task #1 (LT1)	Weekly Quizzes <b>Date: Weekly</b>	Individual
Learning Task #2 (LT2)	Written Test <b>Date: June 10<sup>th</sup>, 2019</b>	Individual
Learning Task #3 (LT3)	Interview <b>Date: August 5<sup>th</sup> and 6<sup>th</sup>, 2019</b>	Individual
Learning Task #4 (LT4)	Computer Lab <b>Date: Weekly</b>	Individual

### Learning Tasks Details

1. Learning Task #1 Students will complete weekly chapter quizzes focusing on grammar and vocabulary learnt from the prior week.
2. Learning Task #2 Students will do a test covering units 1 to unit 8.
3. Learning Task #3 Students will be asked various questions about topics covered in the class.
4. Learning Task #4 Students will read and write about various topics based on their individual level.

### LT3 Scoring Rubric

\*Each question is worth 10 marks. 5 for speaking and 5 for listening.

	Speaking	Comprehension
5/5	<ul style="list-style-type: none"> <li>● almost no mistakes made</li> <li>● answer is very clear and understandable</li> <li>● uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>● understands the questions asked</li> <li>● question is not repeated</li> </ul>
4/5	<ul style="list-style-type: none"> <li>● some mistakes made</li> <li>● answer is understandable</li> <li>● uses full sentences</li> </ul>	<ul style="list-style-type: none"> <li>● understands the question asked</li> <li>● question is repeated 1x</li> </ul>
3/5	<ul style="list-style-type: none"> <li>● many mistakes made</li> <li>● answer is somewhat understandable</li> <li>● uses partial full sentences</li> </ul>	<ul style="list-style-type: none"> <li>● difficulty understanding question asked</li> <li>● question is repeated 2x</li> </ul>
2/5	<ul style="list-style-type: none"> <li>● many mistakes made</li> <li>● difficulty understanding answer</li> <li>● one word answers</li> </ul>	<ul style="list-style-type: none"> <li>● great difficulty understanding question asked</li> <li>● question is repeated 3x</li> </ul>
0/5	<ul style="list-style-type: none"> <li>● no answer given</li> </ul>	<ul style="list-style-type: none"> <li>● no answer given</li> </ul>

### Course Schedule

Date	Topic	Readings and Tasks
Week 1 April 15,16,18	Review: Simple Present, Present Continuous, Simple Past, Future – Going to Like to; Time Expressions; Indirect Object Pronouns	Ch. 1 Textbook & Workbook; Computer (CPU)Lab
Week 2 April 22, 23, 25	Count/Non-Count Nouns	Ch.1 Quiz; Ch.2 Textbook & Workbook; CPU Lab
Golden Week	No class	
Week 3 May 7, 9	Partitives; Count/Non-count Nouns; Imperatives	Ch.2 Quiz; Ch.3 Textbook & Workbook; CPU Lab
Week 4 May 13, 14, 16	Future Tense: Will; Time Expressions; Might	Ch.3 Quiz; Ch. 4 Textbook & Workbook
Week 5 May 20, 21, 23	Comparatives; Should; Possessive Pronouns	Ch.4 Quiz; Ch. 5 Textbook & Workbook; CPU Lab
Week 6 May 27, 28, 30	Superlatives	Ch.5 Quiz; Ch. 6 Textbook & Workbook; CPU Lab
Week 7 June 4, 6	Imperatives; Directions	Ch.6 Quiz; Ch. 7 Textbook & Workbook; CPU Lab
Week 8 June 10 (Exam week)	Adverbs; Comparative of Adverbs; Agent Nouns; If-Clauses	Ch. 7 Quiz; Ch. 8 Textbook & Workbook
Week 9 June 17, 18, 20	Chapters 1 – 8 Exam (Tuesday); Monday (Review)	<b>LT2: Written test;</b> CPU Lab
Week 10 June 24, 25, 27	Past Continuous Tense; Reflexive Pronouns; While - Clauses	Ch. 9 Textbook & Workbook; CPU Lab
Week 11	Could; Be Able to; Have	Ch.9 Quiz; Ch.10

July 8, 9, 11	Got to; Too + Adjective	Textbook & Workbook; CPU Lab
Week 12 July 16, 18	Past Tense Review; Count/Non-Count Noun Review; Must/Mustn't vs Don't Have to; Must vs Should	Ch.10 Quiz; Ch.11 Textbook & Workbook; CPU Lab
Week 13 July 22, 23, 25	Future Continuous Tense; Time Expressions	Ch.11 Quiz; Ch.12 Textbook & Workbook
Week 14 July 29, 30 August 1	Some/Any; Pronoun Review; Verb Tense Review	Ch.12 Quiz; Ch. 13 Textbook & Workbook; CPU
Week 15 Aug. 5, 6, 8 (Exam week)	Monday & Tuesday – Interview Tests	<b>LT3: Interviews;</b> CPU Lab



**Class:** Business English

**Course Description:**

This oral business English course will introduce students to a variety of different functions found in social business English. Some of these functions include making introductions, showing interest, and making personal comments. Students will be expected to use learned vocabulary and phrases orally on a weekly basis.

**Course Objectives:**

1. To understand various functions found in social business English.
2. To improve speaking in social business English settings.
3. To use functions covered in appropriate contexts.

**Learner Outcomes**

Students will be able to:

1. Understand various functions found in social business English. (LT1 & LT2)
2. Apply functions found in social business English in scripted situations. (LT1 & LT2)
3. Write scripted situations where social business English is used. (LT1 & LT2)

**Required Textbooks**

There is no textbook required for this class. Handouts will be provided as needed.

**Grading**

A 100-90%    B 89-80%    C 79-70%    D 69-60%    F 59-0%

<b>Assessment</b>	<b>Percentage of Final Grade</b>
Learning Task 1 (LT1)	40%
Learning Task 2 (LT2)	40%
Attendance	20%

**Learning Tasks Overview**

<b>Tests</b>	<b>Date of Test</b>	<b>Grouping for Task</b>
Learning Task 1 (LT1)	<b>Date: June 4<sup>th</sup> , 2020</b>	Pair
Learning Task 2 (LT2)	<b>Date: August 6<sup>th</sup> , 2020</b>	Pair

**Learning Tasks Details**

1. Learning Task #1 & 2 In pairs, students will write scripts using functions/vocabulary studied in class. They will present their scripts to class. Each presentation must be 5 minutes long. Students must answer the following questions:
  - a. Who?
  - b. What?
  - c. Where?
  - d. When?

### LT1 & 2 Scoring Rubric (Total /15)

	Speaking (Individual)	Timing	Content
5/5	Almost no mistakes made Presentation is very clear and understandable	5 mins	Includes all functions required.
4/5	Some mistakes made Presentation is understandable	4 mins	Only one function is missing.
3/5	Many mistakes made Presentation is somewhat understandable	3 mins	Two functions are missing.
2/5	Many mistakes made Difficulty understanding presentation	2 mins	Three or more functions are missing.
0/5	No Presentation given	No Presentation given	No presentation given

### Course Schedule

Date	Topic	Functions/Targets
4/16	Course Introduction	NA
4/23	Introductions	Introducing yourself/someone else, welcoming a visitor and making small talk
Golden Week	No class	
5/7	Hello and Goodbye	Starting and ending a conversation with someone you know
5/14	Showing Interest	Echoing, asking questions, making a personal response
5/21	Making a Personal Comment	apparently, actually, obviously, luckily, to be honest, between you and me
5/28	Learning Task 1 Prep	Script Writing
6/4 Q1 Exam period	Test Day	<b>Learning Task 1</b>
6/11- No School	No class	
6/18	Thinking time and Turn taking	Well, I mean, Actually, So, Anyway, Still, By the way
6/25	Requests	direct question forms, polite requests, positive, and negative replies
7/2 – sports competition	No class	
7/9	Offering Help	Offering help, accepting, and refusing,
7/16	Saying Yes	Saying yes in a way that develops the conversation
7/23	Saying No	Saying no in a polite way
7/30	Learning Task 2 Prep	Script Writing
8/6 – Q2 Exam period	Test Day	<b>Learning Task 2</b>

## English for Specific Purposes (ESP)

国際英米

3年生（11名）

担当講師：持ち回り

- English for Specific Purposes は、明確な目的の為に英語を学ぶクラスで、特に国際英米コース・1年、2年生、3年生の英語のスキルを（専門的）に高める為に、いろいろな専門分野のスペシャリストの先生方に毎回のクラスを持ち回りで担当して頂き、クラス内の講義を通して学生たちの英語のスキルを磨いていきます。
  
- 講師紹介（例）
  
- クラスの概要・目的
  
- （例）Dr. Mary Jerome （アメリカ・コロンビア大学/ESL担当教授）
  
- （例）Agnes Chan （歌手・アジア UNICEF 親善大使）
  
- （例）Ms. Akiko Shinoda （英語同時通訳者）
  
- （例）Mrs. Geraldine Willcox （イギリス・外国人墓地管理者）
  
- （例）Ms. Natsuko Toda （映画字幕翻訳者）

# Beginner English 101

## Objectives

- To be able to understand written material in English.
- To improve oral communication in English on a variety of topics found in the course textbook, focusing on daily conversations
- To provide students with real-life situations and authentic materials.
- To help students learn how to introduce their home culture and to appreciate other culture.
- To facilitate their acquisition of intercultural communicative competence.

The course is conducted through a practical approach which will focus on day to day usable English. This will include group activities, and student presentations. Students will be provided with authentic and culture-rich materials.

## Course Materials

- Longmans Side by Side / Reading and Listening.
- Longmans Side by side / Workbook.
- Longmans Side by side / Activities and games.

## Course Requirement and Policy

Each student is required to attend each class and engage in discussions on classroom topics, or other class activities. If you absolutely must miss a class because of an emergency, please notify me beforehand via phone or e-mail. You are still responsible for the information covered in that class.

## Outcome

Students will be able to:

1. Use grammar and vocabulary correctly at a beginner level.
2. Answer questions based on various situations.
3. Read and write about various topics at their skill level.

## Grading

- Attendance 25%
- Interview 25%
- Computer lab 25%
- Written test 25%
- A 100-90% B 89-80% C 79-70% D 69-60% F 59-0

## **Course Schedule**

Week 1	Course orientation and Warm-up
Week 2	To be and Pronouns
Week 3	Present Continuous Tense
Week 4	Possessive Adjectives
Week 5	Yes/No Questions
Week 6	Possessive Nouns
Week 7	Present Continuous Tense
Week 8	There is/There are
Week 9	This/That/These/Those
Week 10	Chapters 2 – 8 Exam (Monday)
Week 11	Simple Present Tense
Week 12	Simple Present Tense: Yes/No questions
Week 13	Have/Has; Adverbs of Frequency
Week 14	Continuous Tenses; Adjectives
Week 15	Have to
Week 16	Interview Tests

**Student Information Form**

Name of Course: General English Elementary to Advanced (CRICOS Course Code: 084966F)



**Course outline - Intermediate**

Week	Topic	Language Focus	Assessment Task
1	<i>All about you</i>	Present Simple/Continuous	Listening
2	<i>Memory</i>	Past Simple and Continuous	Reading
3	<i>Around the World</i>	Comparatives and Superlatives	Speaking
4	<i>Life Stories</i>	Present Perfect Simple/Continuous	Writing
5	<i>Success</i>	Future forms	Grammar
6	<i>In the Media</i>	Past perfect/ Reported speech	Listening
7	<i>Socializing</i>	- ed/-ing adjectives, The passive	Reading
8	<i>Things you can't live without</i>	Polite Requests, <b>Will/won't</b>	Speaking
9	<i>Future Society</i>	Defining relative clauses/Quantifiers	Writing
10	<i>An Amazing Story</i>	First and second Conditional	Grammar

**Note: On a weekly basis, you will be given assessments.**

\* **Attendance policy-** LAB | Melbourne is legally required to monitor your attendance. It is important to attend all classes for successful learning outcomes, to improve your English and to complete your course on time. In order to obtain a certificate your attendance needs to be a minimum of 80%.

\* **Assessment and course progress** – Our assessment methods allow us to understand properly the knowledge, skills, attitudes, and behaviours that you possess. After each assessment you will get comments on your work by your teacher, either in written or verbal form, which will help you understand how you can improve.

\* **How do I move up a level?** – You need to show continuous progress in order to move up to Intermediate level. That means attending classes regularly and maintaining a good attitude in class. Your progress will be monitored through the scores you achieve on your assessments. In order to move to Intermediate level your running average score should be above 75% which is based on five tests, this includes a minimum of one grammar test: the grammar tests take place in Weeks 5 and 10. If your results are between 71-74%, you need to undergo an oral test with the Academic Manager / Head Teacher and/or the Class Teacher to decide whether you are ready or not.

\* **What happens if I need help with my studies?** - Speak directly with your teacher and ask for help. If the problem is not resolved arrange a meeting with the Academic Manager or Head Teacher. Before you do that ask yourself:

- Do I do my homework regularly?
- Do I work too much and do not have time to study?
- Do I have personal issues? (You can talk to Student Services about that)

## Generic Proficiency Guidelines

<p><b>READING:</b></p> <ol style="list-style-type: none"> <li>1. Can make basic inferences or predictions about text content from headings, titles or headlines</li> <li>2. Can understand simple, technical information (e.g. instructions for everyday equipment)</li> <li>3. Can understand written instructions for taking medication</li> <li>4. Can identify similarities and differences between two short texts</li> <li>5. Can search the internet for specific everyday work-related information</li> <li>6. Can recognise the general line of a written argument though not necessarily all the details</li> <li>7. Can understand cause and effect relationships in a structured text</li> <li>8. Can recognise the writer's point of view in a structured text in a structured text</li> <li>9. Can identify key information in an extended text or article</li> <li>10. Can understand problem and solution relationships in a structured text</li> </ol>	<p><b>WRITING</b></p> <ol style="list-style-type: none"> <li>1. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be most important</li> <li>2. Can produce a text wherein spelling, punctuation and layout are accurate enough to be understood without impeding on the general idea of the text</li> <li>3. Can give basic advice in writing using simple language</li> <li>4. Can write a basic description of experiences, feelings and reactions given a model</li> <li>5. Can write a story with a simple linear sequence</li> <li>6. Can clearly signal chronological sequence in narrative text</li> <li>7. Can summarise, in writing, the main message from simple diagrams such as graphs and bar charts</li> <li>8. Can introduce a counter-argument in a simple discursive text using 'however'</li> <li>9. Can show a simple relationship between a main point and an example in a structured text</li> <li>10. Can respond to and comment on other people's personal updates on a social media website</li> </ol>
<p><b>LISTENING</b></p> <ol style="list-style-type: none"> <li>1. Can understand instructions given at a normal speed and accompanied by visual support.</li> <li>2. Can recognize when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly.</li> <li>3. Can follow the main points of extended discussion around them if conducted slowly and clearly</li> <li>4. Can understand the main points of a simple podcast.</li> <li>5. Can follow most of an everyday conversation if speakers avoid very idiomatic usage.</li> <li>6. Can recognize the use of persuasive language in a simple presentation or lecture.</li> <li>7. Can recognize misunderstandings without explicit prompting.</li> <li>8. Can distinguish between main ideas and supporting details in familiar listening texts</li> <li>9. Can infer speakers' opinions in conversations on familiar everyday topics</li> <li>10. Can follow detailed directions</li> </ol>	<p><b>SPEAKING</b></p> <ol style="list-style-type: none"> <li>1. Can explain the rules of a familiar game or sport using simple language.</li> <li>2. Can explain the meaning of a word or phrase to someone else.</li> <li>3. Can interpret basic information from graphs and charts.</li> <li>4. Can enter unprepared into conversation on familiar topics (family, hobbies, work, etc.)</li> <li>5. Can introduce a conversation topic with the Present Perfect and provide details in the past.</li> <li>6. Can contribute their ideas to a panel discussion using simple language.</li> <li>7. Can collate information from several written sources and summarize the ideas orally.</li> <li>8. Can express support or disagreement in a way that shows they were active listening to the other person.</li> <li>9. Can ask a question in a different way if misunderstood.</li> <li>10. Can report the opinions of others.</li> </ol>
<p><b>GRAMMAR</b></p> <ol style="list-style-type: none"> <li>1. Can use a range of indefinite compound pronouns pre-fixed with 'every' e.g. everyone knows, everywhere I go</li> <li>2. Can use a wide range of quantifiers with countable and uncountable nouns e.g. several people, few customers, some coffee</li> <li>3. Can use the Present Perfect with for and since</li> <li>4. Can tell the Past Simple and when to use the Present Perfect e.g. I've known her for a long time, we met at school</li> <li>5. Can make comparisons using (not as much as, as tall as etc.)</li> <li>6. Can use the correct verb form (infinitive or -ing) following a range of phrasal and prepositional verbs e.g. think about leaving, expect to go</li> <li>7. Can use the Past Continuous to refer to temporary or changing past states e.g. I was living in Rome at that time.</li> <li>8. Can correctly use a little/little, a few/few to refer to quantity with mass and count nouns</li> <li>9. Can use 'neither, nor' to connect two words or phrases</li> <li>10. Can use a wide range of common reporting verbs with 'that' e.g. he suggested that, she warned me that</li> </ol>	

*\*Adapted from Pearson GSE Teacher Toolkit [www.english.com/gse](http://www.english.com/gse)*

### Student Information Form

Name of Course: General English Elementary to Advanced (CRICOS Course Code: 084966F)



#### Course outline - Pre-Intermediate

Week	Topic	Language Focus	Assessment Task
1	Leisure and Sport	Present simple/frequency adverbs	Listening
2	Firsts and Lasts	Past simple, time phrases	Reading
3	Work and Rest	Should, shouldn't, can, can't have to	Speaking
4	Special Days	Present simple vs. present continuous (Present Continuous for future arrangements)	Writing
5	Your Look	Comparative and superlative Questions with How, What, What...like?	Grammar
6	Going Away	Plans and Intentions. Predictions with will and won't	Listening
7	Success	Present perfect and past simple	Reading
8	Places to Live	Using articles. Quantifiers with countable and uncountable nouns. Giving Directions	Speaking
9	Old and New	Might, may, will definitely, probably, etc. If, when and other time words.	Writing
10	Take Care	Past continuous and used to	Grammar

**Note:** On a weekly basis, you will be given assessments.

\* **Attendance policy-** LAB | Melbourne is legally required to monitor your attendance. It is important to attend all classes for successful learning outcomes, to improve your English and to complete your course on time. In order to obtain a certificate your attendance needs to be a minimum of 80%.

\* **Assessment and course progress** – Our assessment methods allow us to understand properly the knowledge, skills, attitudes, and behaviours that you possess. After each assessment you will get comments on your work by your teacher, either in written or verbal form, which will help you understand how you can improve.

\* **How do I move up a level?** – You need to show continuous progress in order to move up to Intermediate level. That means attending classes regularly and maintaining a good attitude in class. Your progress will be monitored through the scores you achieve on your assessments. In order to move to Intermediate level your running average score should be above 75% which is based on five tests, this includes a minimum of one grammar test: the grammar tests take place in Weeks 5 and 10. If your results are between 71-74%, you need to undergo an oral test with the Academic Manager / Head Teacher and/or the Class Teacher to decide whether you are ready or not.

\* **What happens if I need help with my studies?** - Speak directly with your teacher and ask for help. If the problem is not resolved arrange a meeting with the Academic Manager or Head Teacher. Before you do that ask yourself:

- Do I do my homework regularly?
- Do I work too much and do not have time to study?
- Do I have personal issues? (You can talk to Student Services about that)
- Do I get enough sleep?



## Generic Proficiency Guidelines

### READING:

1. Can understand simple descriptions of people's physical appearance
2. Can find specific, predictable information in everyday materials (e.g. menus, timetables)
3. Can understand simple questions in questionnaires on familiar topics
4. Can understand short, simple messages on postcards, emails and social networks
5. Can get the gist of short, simple narratives, with visual support
6. Can understand simple, factual titles and headlines relating to common events
7. Can understand the instructions to buy tickets online
8. Can scan a simple text, identifying the main topic(s)
9. Can follow the sequence of actions or events in a text on a familiar everyday topic
10. Can understand the main information from simple diagrams (e.g. graphs, bar charts)

### WRITING

1. Can write simple sentences about what they and other people do
2. Can write a simple description of a room, house or apartment
3. Can write simple sentences about someone's work and duties
4. Can give personal details in written form in a limited way
5. Can use very basic connectors such as: 'and', 'but', 'so' and 'then'
6. Can take a short, simple message if they are able to ask the speaker to repeat and/or reformulate it
7. Can write short basic descriptions of past events and activities
8. Can write a simple story or description of an event using basic time expressions
9. Can write a short, simple email/letter asking for information about an apartment or house to rent
10. Can write a basic informal email/letter of invitation with simple, key details

### LISTENING

1. Can understand excuses if expressed in simple language
2. Can recognise phrases and content words related to basic personal or family information
3. Can extract key factual information such as prices, times and dates from short clear, simple announcements
4. Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography)
5. Can understand information related to people's daily routines
6. Can catch the main point in short, clear, simple messages and announcements
7. Can understand simple directions relating to how to get from X to Y, by foot or public transport
8. Can get the gist of short, simple stories if told slowly and clearly.
9. Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary
10. Can generally identify the topic of discussion around them that is conducted slowly and clearly

### SPEAKING

1. Can give a short description of their home, family, and job, given some help with vocabulary.
2. Can give simple classroom instructions.
3. Can ask and give simple directions from X to Y on foot or public transport.
4. Can compare quantities in a basic way.
5. Can give a simple description of their school or workplace
6. Can describe something in a simple list of points (eg: a story or a recipe).
7. Can participate in a short group conversation in routine contexts on topics of interest.
8. Can use some basic interjections to express understanding, surprise, disappointment, and excitement.
9. Can make and cancel an appointment on the phone.
10. Can make simple future arrangements and plans with reference to a diary or schedule.

### GRAMMAR

1. Can express personal plans and intentions for the future using 'going to'
2. Can use (not) much/many with count and mass nouns
3. Can use should(n't) to offer or ask for advice or suggestions
4. Can form the superlative of longer regular adjectives with 'most'
5. Can make comparisons with 'more' + longer adjectives
6. Can make requests and offers with 'would like to' + the verb in the infinitive
7. Can use a lot of/lots of to refer to quantities
8. Can use adverbs of frequency and manner in the correct position e.g. I never watch TV, he is always late, I swim everyday
9. Can ask questions with 'what kind of...?'
10. Can use must to express obligation and necessity in the present and near future

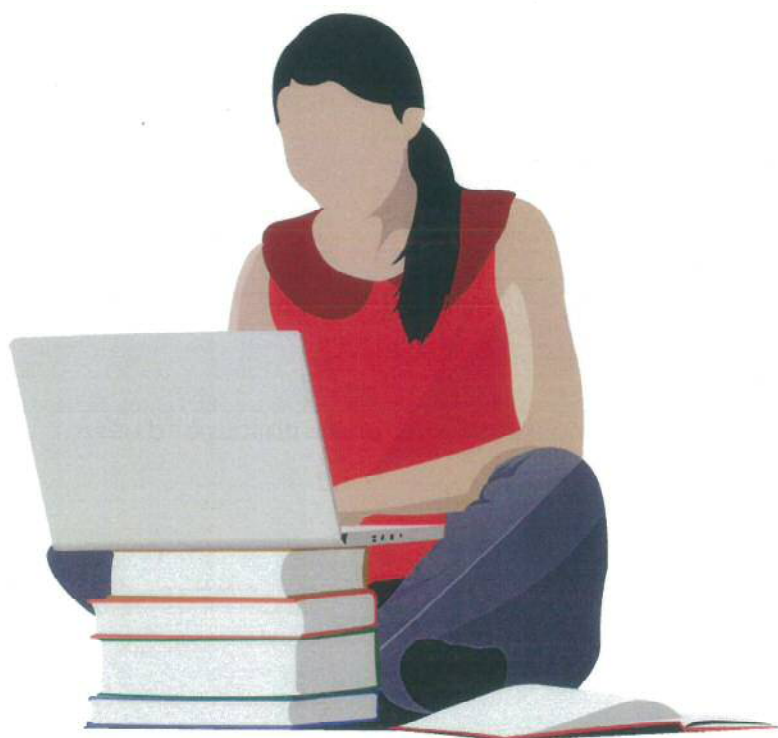
*\*Adapted from Pearson GSE Teacher Toolkit [www.english.com/gse](http://www.english.com/gse)*

VICTORIA  
UNIVERSITY  
ENGLISH



# LEVEL 2

GENERAL  
ENGLISH





## Welcome to GENERAL ENGLISH 2!

You will use this workbook with your textbook. You will use it to complete activities and to prepare for your assessment tasks.

You will bring this **WORKBOOK** and the **TEXTBOOK** to every class.

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## ABOUT LEVEL 2 GENERAL ENGLISH

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General English LEVEL 2 is a **Pre-Intermediate** unit.

There are **2 MODULES** in LEVEL 2: | Module 1: GE2-W5 (weeks 1 – 5)  
| Module 2: GE2-W10 (weeks 6 – 10)

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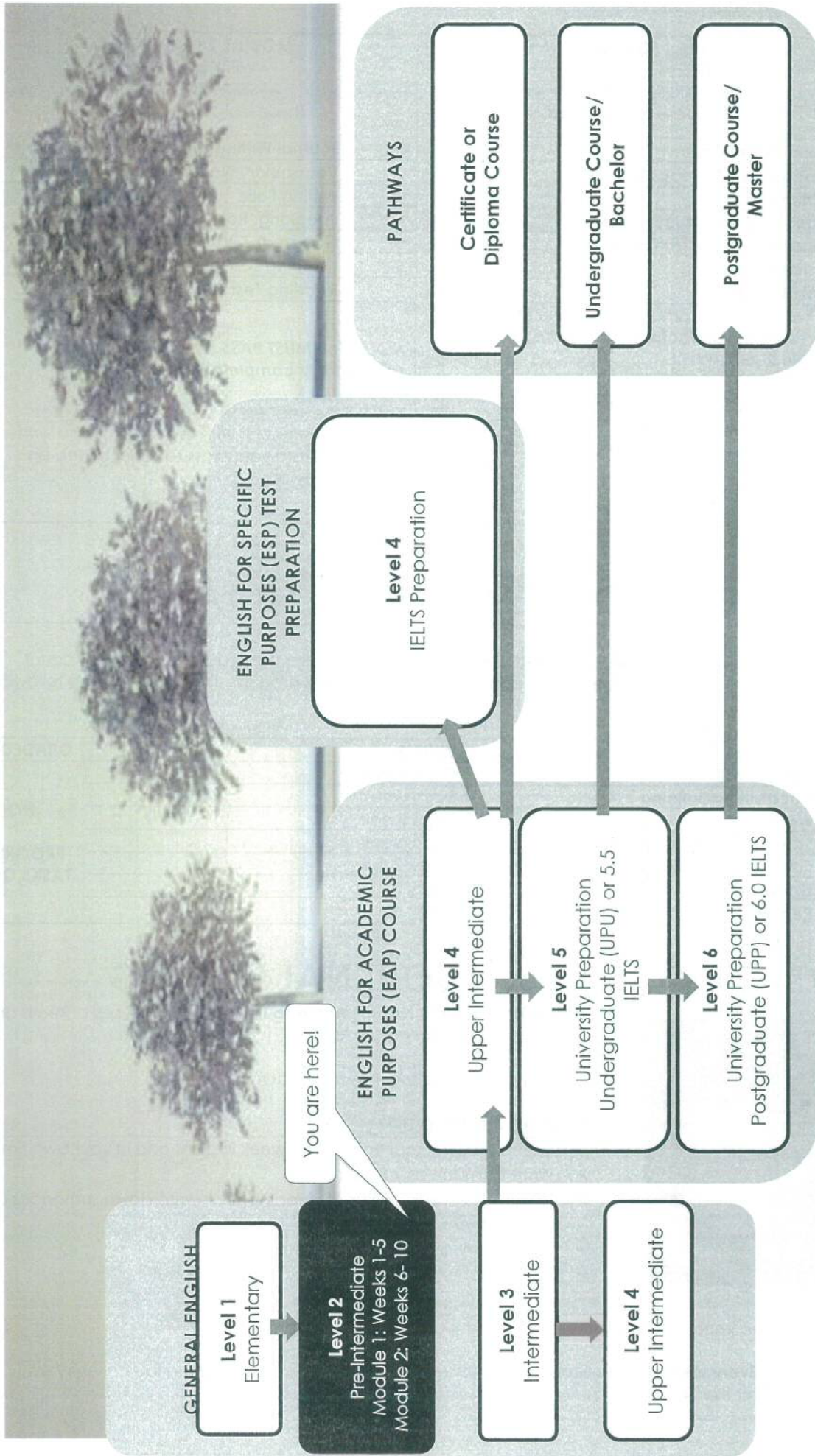
## LEVEL 2 LEARNING OUTCOMES

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By the end of Level 2 you should be able to...

WRITING	<ol style="list-style-type: none"><li>1. Write about a future holiday</li><li>2. Write a postcard</li><li>3. Write a biography</li><li>4. Write about a place</li><li>5. Proof read and edit your writing</li></ol>
SPEAKING	<ol style="list-style-type: none"><li>1. Participate in discussions on a range of topics such as places, ambitions, health, stories etc.</li><li>2. Make requests and ask for permission</li><li>3. Give a short talk</li><li>4. Interview someone about an interesting topic</li><li>5. Ask for and give directions</li></ol>
READING	<ol style="list-style-type: none"><li>1. Understand readings about topics of general interest such as describing holidays, success, places, history and health</li><li>2. Understand a range of vocabulary</li><li>3. Guess the meaning of unknown vocabulary</li></ol>
LISTENING	<ol style="list-style-type: none"><li>1. Understand the main ideas in simple interviews, presentations and news reports</li><li>2. Guess the meaning of unknown vocabulary</li></ol>

## LEVEL 2: WHERE ARE YOU?



**On average, you need at least 10 weeks in each level to make any progress.** This progress depends on a number of factors such as your performance in class, language - learning aptitude, and background in learning and using English.

## LEVEL 2: ASSESSMENT SUMMARY

MODULE 1 (GE2-W5) WEEKS 1 – 5 PROGRESS TASKS	
These tasks are <b>NOT</b> graded.	
1	Journal Writing
2	Vocabulary Notebook
3	Writing Folio
4	Speaking: Role-play
5	Grammar & Vocab Quizzes x2
6	Listening Quiz
7	Reading Quiz
NOTE: You need to complete <b>all</b> of the <b>Module 1</b> progress tasks <b>satisfactorily</b> in order to progress to <b>Module 2</b> (GE2-W10).	
If you do not complete all of these tasks satisfactorily, you will be given an ' <b>At Risk Action Plan</b> '. This means that you will have to complete extra homework to make sure you have a good chance of passing Module 2.	

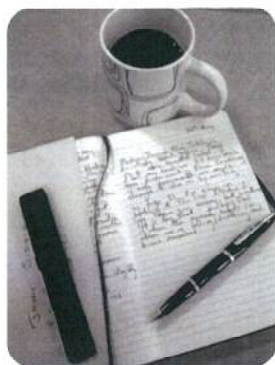
MODULE 2 (GE2-W10) WEEKS 6 – 10 ASSESSMENT TASKS	
These tasks are <b>GRADED</b> .	
1	Journal Writing
2	Vocabulary Notebook
3	Writing Folio
4	Speaking: Role-play
5	Grammar & Vocab Tests x2
6	Listening Test
7	Reading Test
NOTE: <b>You MUST PASS all module 2 tasks to satisfactorily complete Level 2.</b>	
You will be kept up to date on your progress throughout the unit with regular oral and written feedback from your class teacher based on your coursework.	

## MODULE 1 PROGRESS ASSESSMENT TASKS

The tasks in MODULE 1 (WEEKS 1- 5) are **PROGRESS** tasks only. They are not graded and do not count towards your final assessment. Use these tasks to check your level 2 progress. Details are on the following pages.

#	PROGRESS TASK	WHEN?	GRADED?
1	Journal Writing	Each week	NO  PROGRESS TASKS ONLY
2	Vocabulary Building	Each week	
3	Writing Folio	Each week	
4	Speaking: Speaking Folio	Each week	
5	Grammar & Vocab Quizzes x2	Week 2 & 4	
6	Listening Quiz	Week 5	
7	Reading Quiz	Week 5	

### PROGRESS TASK 1 | JOURNAL WRITING



**JOURNAL** 'dʒɜːn(ə)l/ Noun: **journal**; **journals**: a daily record of news and events of a personal nature; a diary.

*"While he was travelling, he kept a journal."*

#### WHAT DO I HAVE TO DO?

- Complete a journal entry each week in class and in your own time.
- Write as much as you can.
- Try to write 'freely', without stopping. Just write down sentences as you think of them.
- Don't worry about making mistakes.
- Your teacher will give you topics to write about

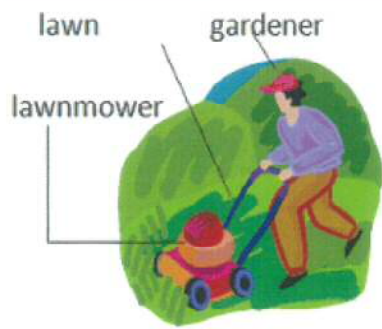
#### WHY?

To improve your writing and to not worry about making mistakes.

#### WHEN?

**Every week** your teacher will ask to see that you have completed the journal entry set for the week.

## PROGRESS TASK 2 | VOCABULARY NOTEBOOK



### WHAT DO I HAVE TO DO?

- Include **4 new words a day (20 per week)** in your vocabulary notebook (in this workbook)
- You can choose any words which are new to you
- Complete **all the details** for each new word e.g. part of speech, definition, translation etc...
- Review the new words regularly and try to include them in your writing and class discussion

**WHY?** To develop your vocabulary and prepare for the grammar and vocabulary quizzes

**WHEN?** **Every week** your teacher will check that you have completed all the details for each word.

## PROGRESS TASK 3 | WRITING FOLIO



### WHAT DO I HAVE TO DO?

- Complete 4 short writing tasks in class
- Make corrections and rewrite each task
- Keep your writing tasks in a folio and show your teacher

**WHY?** To develop your writing skills and keep a record of your progress over the 5 weeks

**WHEN?** **Every week** (except week 5)

Week	Task	Unit
1	Write a paragraph about your partner's daily and leisure routines.	1
2	Write a short story about your first long journey	2
3	Write about jobs	3
4	Write about a special celebration	4
5	Review	5

# PROGRESS TASK 4

# SPEAKING FOLIO



### WHAT DO I HAVE TO DO?

- Each week, you will be given exciting speaking tasks to complete.
- You will have to do some reading and listening to prepare for the speaking tasks.
- You will be given instructions each week about what you will have to do during these tasks. *For example, you will have to work in a group to decide on the best job in week 3 or describe a special day in week 4.*

You will be given plenty of time to practise your tasks. Sometimes you will practise your tasks in front of other students.

### HOW?



When you feel confident about your tasks, you will have to film your group doing the tasks. You will then have to email your video to your class teacher.

Your teacher will give you feedback on your good points and areas that need improvement.

### WHY?

To improve your confidence

### WHEN?

Each week

Week	Task	Text Book Unit	Speaking Skills
1	60 second interview	1	Asking questions and talking about personal information (name, country of origin, free time, daily routine etc.)
2	Describe a first or last time	2	Talking about how you spend your time
3	Decide on the best job	3	Asking for opinions and making suggestions
4	Describe your special days	4	Talking about what happens on a special day
5	Do a survey about image	5	Asking other students questions about their opinions on fashion and image

## PROGRESS TASK 5 | GRAMMAR & VOCAB QUIZZES

### WHAT DO I HAVE TO DO?

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- Each week review the grammar and vocabulary from the unit
- Complete a quiz to check your understanding

**WHY?** To **check the progress** of your grammar and vocab skills

**WHEN?** Weeks 2 & 4

## PROGRESS TASK 6 | LISTENING QUIZ

### WHAT DO I HAVE TO DO?

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- Answer questions about what you have heard.

**WHY?** The listening quiz will allow you to **check your progress** with the following skills:

- Listening to extract specific information
- Identifying main ideas
- Guessing unknown words from context
- Identifying keywords and discourse markers
- Listening for detailed information

**WHEN?** Week 5

## PROGRESS TASK 7 | READING QUIZ

### WHAT DO I HAVE TO DO?

---

- Read a few short texts and answer questions.

**WHY?** The reading quiz will allow you to **check your progress** with the following skills:

- Reading for specific information
- Guessing unknown words
- Identifying main ideas
- Reading for detailed information
- Understanding references

**WHEN?** Week 5



# MODULE 2 ASSESSMENT TASKS

The tasks in MODULE 2 (WEEKS 6- 10) are **ASSESSMENT** tasks. They are graded and count towards your final assessment. You need to pass all tasks to move to level 3.

#	ASSESSMENT TASK	WHEN?	GRADED	UNGRADED
1	Journal Writing	Each week		Pass/Fail
2	Vocabulary Building	Each week		Pass/Fail
3A	Writing Folio	Each week		Pass/Fail
3B	Timed Writing	Week 10	Need 50% to pass	
4	Speaking Role-play	Week 10	Need 50% to pass	
5	Grammar & Vocab Test x2	Week 8 & 10	Need an average of 50% to pass	
6	Reading & Listening Test	Week 10	Need 50% to pass	

## ASSESSMENT TASK 1 | JOURNAL WRITING



**JOURNAL** 'dʒɜːn(ə)l/ Noun: **journal**; **journals**: a daily record of news and events of a personal nature; a diary.

*"While he was travelling, he kept a journal."*

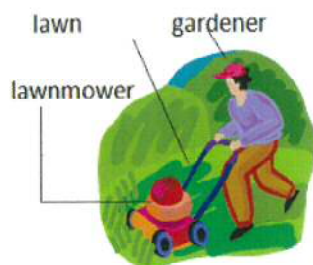
### WHAT DO I HAVE TO DO?

- Complete a journal entry each week in class and in your own time.
- Write as much as you can.
- Try to write 'freely', without stopping. Just write down sentences as you think of them.
- Don't worry about making mistakes.
- Your teacher will give you topics to write about.

**WHY?** To improve your writing and to not worry about making mistakes.

**WHEN?** **Every week** your teacher will ask to see that you have completed the journal entry set for the week.

## ASSESSMENT TASK 2 | VOCABULARY NOTEBOOK



### WHAT DO I HAVE TO DO?

- Include **4 new words a day (10 per week)** in your vocabulary notebook (in this workbook)
- You can choose any words which are new to you
- Complete **all the details** for each new word e.g. part of speech, definition, translation etc...
- Review the new words regularly and try to include them in your writing and class discussion

**WHY?** To develop your vocabulary and prepare for the grammar and vocabulary quizzes

**WHEN?** **Every week** your teacher will check that you have completed all the details for each word.

## ASSESSMENT TASK 3A

## WRITING FOLIO



### WHAT DO I HAVE TO DO?

- Complete 5 short writing tasks in class
- Make corrections and rewrite each task
- Keep your writing tasks in a folio and show your teacher

### WHY?

To develop your writing skills and keep a record of your progress over the 5 weeks

### WHEN?

Every week

Week	Task	Text Book Unit
6	Write about future holiday plans Write a postcard	6
7	Write a short biography	7
8&9	Describe an area, city or country that you know	8/9
10	Review	6 to 9

## ASSESSMENT TASK 3B

## TIMED WRITING



### WHAT DO I HAVE TO DO?

- Complete a timed writing test

### WHY?

To develop your writing skills

### WHEN?

Week 10

## ASSESSMENT TASK 4

## SPEAKING FOLIO



### WHAT DO I HAVE TO DO?

- Each week, you will be given exciting speaking tasks to complete.
- You will have to do some reading and listening to prepare for the speaking tasks.
- You will be given instructions each week about what you will have to do during these tasks. *For example*, you will have to work in and give a short talk about a place

You will be given plenty of time to practise your tasks. Sometimes you will practise your tasks in front of other students.

### HOW?



When you feel confident about your tasks, you will have to film your group doing the tasks. You will then have to email your video to your class teacher.

Your teacher will give you feedback on your good points and areas that need improvement.

### WHY?

To improve your confidence

### WHEN?

Each week

## ASSESSMENT TASK 5

## GRAMMAR & VOCAB TESTS

### WHAT DO I HAVE TO DO?

- Each week review the grammar and vocabulary from the unit
- Complete a quiz to check your understanding

### WHY?

To **check the progress** of your grammar and vocab skills

### WHEN?

Weeks 8 & 10

## ASSESSMENT TASK 6

## LISTENING & READING TEST

### WHAT DO I HAVE TO DO?

- Answer questions about a listening and reading text

### WHEN?

Week 10

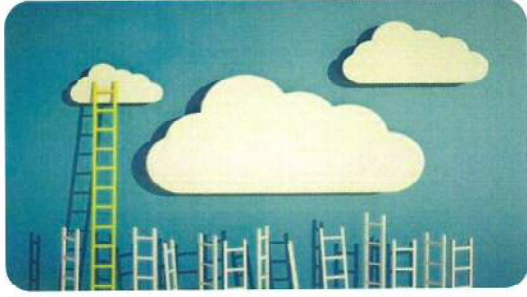
VICTORIA  
UNIVERSITY  
ENGLISH



# LEVEL 3

GENERAL  
ENGLISH





### Welcome to GENERAL ENGLISH 3!

You will use this workbook with your textbook. You will use it to complete activities and to prepare for your assessment tasks.

You will bring this **WORKBOOK** and the **TEXTBOOK** to every class.

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### ABOUT LEVEL 3 GENERAL ENGLISH

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General English LEVEL 3 is an **Intermediate** unit.

There are **2 MODULES** in LEVEL 3:

- Module 1: GE3-W5 (weeks 1 – 5)
- Module 2: GE3-W10 (weeks 6 – 10)

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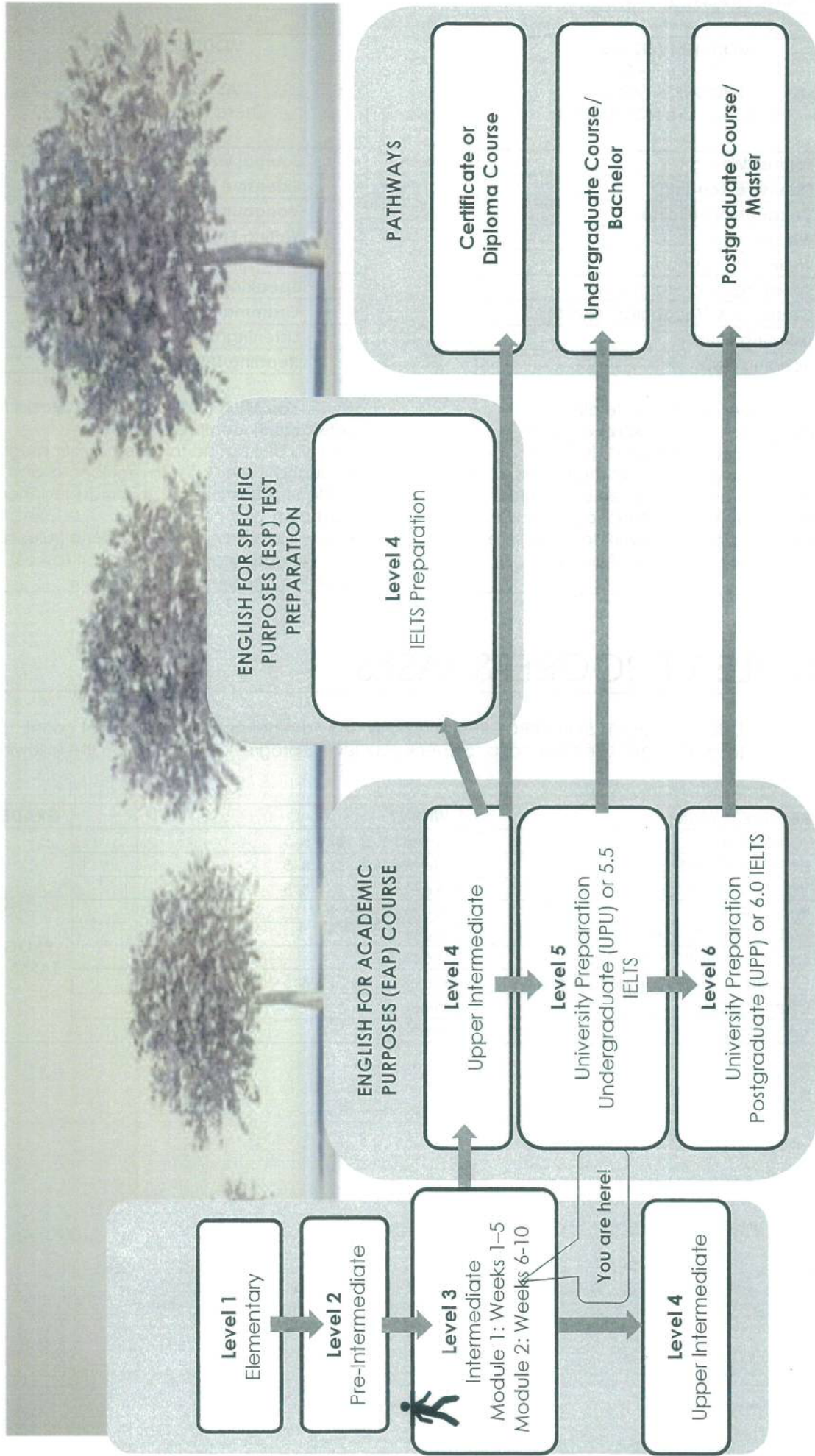
### LEVEL 3 LEARNING OUTCOMES

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By the end of Level 3 you should be able to...

WRITING	<ol style="list-style-type: none"><li>1. Write a range of short informational &amp; instructive texts on a range of topics</li><li>2. Write a simple narrative/descriptive text on a familiar situation event or experience</li><li>3. Write a range of short transactional texts</li><li>4. Follow a simple authoring process</li></ol>
SPEAKING	<ol style="list-style-type: none"><li>1. Start, maintain &amp; close simple face-to-face conversation on topics that are familiar or of personal interest</li><li>2. Perform a role-play based on a familiar scenario</li><li>3. Give a talk on a familiar topic</li></ol>
READING	<ol style="list-style-type: none"><li>1. Identify basic text features, types &amp; register</li><li>2. Identify key content in a range of short texts</li><li>3. Comprehend &amp; respond to a range of short texts</li><li>4. Understand references</li></ol>
LISTENING	<ol style="list-style-type: none"><li>1. Identify the key content of short oral texts</li><li>2. Comprehend &amp; respond to a range of oral texts on familiar topics</li><li>3. Follow simple face-to-face conversations on topics that are familiar or of personal interest</li></ol>

**LEVEL 3: WHERE ARE YOU?**



**On average, you need at least 10 weeks in each level to make any progress.** This progress depends on a number of factors such as your performance in class, language - learning aptitude and background in learning and using English

## LEVEL 3: ASSESSMENT SUMMARY

MODULE 1 (GE-W5) WEEKS 1 – 5	
PROGRESS TASKS	
These tasks are <b>NOT</b> graded.	
1	Journal Writing
2	Extensive Reading
3	Vocabulary Building
4	Writing Folio
5	Writing: Paragraph
6	Speaking: Oral Presentation
7	Grammar & Vocabulary Quizzes
8	Listening Quiz
9	Reading Quiz
<p>NOTE: You need to complete <b>all</b> of the <b>module 1</b> progress tasks <b>satisfactorily</b> in order to progress to Module 2 (GE-W10). If you do not complete all of these tasks satisfactorily, you will be given an '<b>At Risk Action Plan</b>'. This means that you will have to complete extra homework to make sure you have a good chance of passing Module 2.</p>	

MODULE 2 (GE-W10) WEEKS 6 – 10	
ASSESSMENT TASKS	
These tasks are <b>GRADED</b> .	
1	Journal Writing
2	Extensive Reading
3	Vocabulary Building
4	Writing Folio
5	Writing: Narrative Essay
6	Speaking: Role Play
7	Grammar & Vocabulary TESTS
8	Listening TEST
9	Reading TEST
<p>NOTE: <b>You MUST PASS all module 2 tasks to satisfactorily complete level 3.</b> You will be kept up to date on your progress throughout the unit with regular oral and written feedback from your class teacher based on your coursework. You will be given detailed criteria (rules to follow) for all graded assessment tasks &amp; detailed feedback for Tasks 5 &amp; 6</p>	

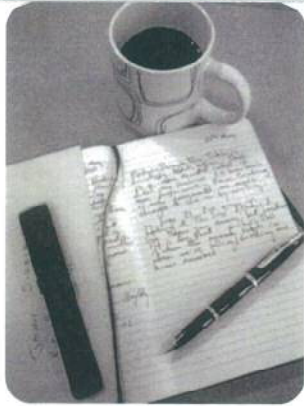
## MODULE 1 PROGRESS TASKS

The tasks in MODULE 1 (WEEKS 1- 5) are **PROGRESS** tasks only. They are not graded and do not count towards your final assessment. Use these tasks to check your level 3 progress. Details are on the following pages.

#	PROGRESS TASK	WHEN?	GRADED?
1	Journal Writing	Weeks 1, 2, 3, 4 & 5	<p style="text-align: center;">NO</p> <p style="text-align: center;">PROGRESS TASKS ONLY</p>
2	Extensive Reading	Weeks 1, 2, 3, 4 & 5	
3	Vocabulary Building	Weeks 1, 2, 3, 4 & 5	
4	Writing Folio	Weeks 1, 2, 3 & 4	
5	Writing: Paragraph	Week 5	
6	Speaking: Oral Presentation	Week 5	
7	Grammar & Vocabulary Quizzes	Weeks 1, 2, 3, 4 & 5	
8	Listening Quiz	Week 5	
9	Reading Quiz	Week 5	

## PROGRESS TASK 1

## JOURNAL WRITING



**JOURNAL** 'dʒɜːn(ə)l/ Noun: **journal**; **journals**: a daily record of news and events of a personal nature; a diary.

While he was travelling, he kept a journal."

### WHAT DO I HAVE TO DO?

- Complete a journal entry each week in class and in your own time.
- Write at least 150 words about any topic you like.
- Try to write 'freely', without stopping. Just write down sentences as you think of them.
- Don't worry about making mistakes.
- If you can't think of anything to write about, tell your teacher and they will give you some ideas

### WHY?

Writing a journal is a successful and enjoyable way to get better in English quickly. You will practise *expressing your ideas and feelings* in your journal so have fun!!

### WHEN?

**Every week** your teacher will ask to see that you have completed the journal entry set for the week.

## PROGRESS TASK 2

## EXTENSIVE READING



### WHAT DO I HAVE TO DO?

- Visit the library and borrow a reader which interests you
- The library has 'graded' readers. This means you can find one which suits your level of English
- Complete a reading journal and answer questions about the characters, storylines, and ideas in your book

### WHY?

**Extensive reading will help your English in a number of important ways:**

- It helps you to develop good independent learning skills
- It improves your general language ability
- It helps you to develop general, world knowledge
- It helps to improve your writing
- It extends your vocabulary
- It motivates you to read more!

### WHEN?

**Every week** your teacher will check that you have completed the weekly tasks

## PROGRESS TASK 3

## VOCABULARY BUILDING



### WHAT DO I HAVE TO DO?

- Include **4 new words a day (20 per week)** in your vocabulary list in this workbook
- You can choose any words which are new to you
- Complete **all the details** for each new word e.g. part of speech, definition, translation etc...
- Review the new words regularly and try to include them in your writing and class discussion

### WHY?

To develop your vocabulary and prepare for the grammar and vocabulary quizzes

### WHEN?

**Every week** your teacher will check that you have completed all the details for each word.



## PROGRESS TASK 4 | WRITING FOLIO



### WHAT DO I HAVE TO DO?

- Complete 4 short writing tasks in class
- Make corrections and rewrite each task
- Keep your writing tasks in a folio and show your teacher

**WHY?**  
**WHEN?**

To develop your writing skills and keep a record of your progress over the 5 weeks  
Every week (except week 5)

## PROGRESS TASK 5 | WRITE A PARAGRAPH



### WHAT DO I HAVE TO DO?

- Write a paragraph of **250 – 300** words
- Demonstrate your ability to combine sentences into a cohesive paragraph
- Demonstrate your ability to use appropriate tenses, grammatical structures and transition words

**WHY?**

To **check your** general writing **progress**

**WHEN?**

**Week 5**

## PROGRESS TASK 6 | ORAL PRESENTATION

### HOW TO TIE A TIE



### WHAT DO I HAVE TO DO?

- Teach the class how to do something
- Think about something you know how to do and could teach others. It doesn't have to be difficult, but it should be interesting and/or entertaining for your audience.
- You will talk for **5** minutes
- There are 2 parts to the presentation:

**PART 1:** Present the **BACKGROUND**. This may be done by telling a story, sharing a personal experience or talking about the history of the activity.

**PART 2:** Use the language of instruction to teach the class (or an individual class member) how to do the activity.

**WHY?**

To practise giving a structured oral presentation  
To develop your oral fluency and confidence

**WHEN?**

**Week 5**

## PROGRESS TASK 7 | GRAMMAR & VOCAB QUIZZES

### WHAT DO I HAVE TO DO?

---

- Each week review the grammar and vocabulary from the unit
- Complete a quiz to check your understanding

**WHY?** To **check the progress** of your grammar and vocab skills

**WHEN?** Every week

## PROGRESS TASK 8 | LISTENING QUIZ

### WHAT DO I HAVE TO DO?

---

- Watch and listen to an episode of *Behind The News*.
- Answer questions about what you have heard.

**WHY?** The reading quiz will allow you to **check your progress** with the following skills:

- Listening to extract specific information
- Identifying main ideas
- Guessing unknown words from context
- Identifying keywords and discourse markers
- Listening for detailed information

**WHEN?** Week 5

## PROGRESS TASK 9 | READING QUIZ

### WHAT DO I HAVE TO DO?

---

- Read a few short texts and answer questions.

**WHY?** The reading quiz will allow you to **check your progress** with the following skills:

Reading for specific information  
Guessing unknown words  
Identifying main ideas  
Reading for detailed information  
Understanding references

**WHEN?** Week 5

# MODULE 2 ASSESSMENT TASKS

**YOU MUST PASS EVERY TASK IN ORDER TO SUCCESSFULLY COMPLETE LEVEL 3 GENERAL ENGLISH.**

There are two different types of assessment in module 2:

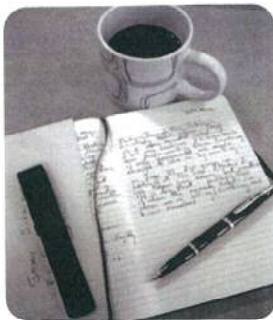
**PASS/FAIL** Your teacher will only check that you have completed the task satisfactorily. You will not receive a numerical result.

**NUMERICAL** Your teacher will correct your work and give you a numerical result e.g. 67/100.

#	PROGRESS TASK	WHEN?	RESULT
1	Journal Writing	Weeks 6, 7, 8, 9 & 10	<b>PASS/FAIL</b>
2	Extensive Reading	Weeks 7, 8 & 9	
3	Vocabulary Building	Weeks 6, 7, 8, 9 & 10	
4	Writing Folio	Weeks 6, 7 & 8	
5	Timed Writing: Narrative Essay	Week 10	<b>NUMERICAL</b>
6	Speaking: Role play	Week 10	
7	Grammar & Vocabulary tests	Weeks 6, 7, 8 & 9	
8	Listening test	Week 10	
9	Reading Test	Week 10	

Details on the following pages:

## ASSESSMENT TASK 1 | JOURNAL WRITING



This is a **PASS/FAIL** task.

**TO PASS THIS TASK YOU MUST:**

- A. Complete one journal entry each week (**5 entries in total**).
- B. Write at least **150** words for each entry.

**HOW?**

Your teacher will give you a new topic each week.  
Complete your journal in your own time.  
Write down sentences as you think of them. Don't worry about making mistakes.

**WHY?**

Writing a journal is a successful and enjoyable way to get better in English quickly. You will practise *expressing your ideas and feelings* in your journal so have fun!!

**WHEN?**

**Every week** your teacher will ask to see that you have completed a journal entry for the week. **They will sign your workbook only if you have made a reasonable effort to complete the journal entry.**

## ASSESSMENT TASK 2

## EXTENSIVE READING



This is a **PASS/FAIL** task.

### TO PASS THIS TASK YOU MUST:

- A. Respond to the prompt questions and complete the reading journal.
- B. Write at least **150** words for each entry.

#### HOW?

Visit the library and borrow a reader which interests you.  
Answer questions about the characters, storylines, and ideas in your book.

#### WHY?

- It helps you to develop good independent learning skills
- It improves your general language ability
- It helps you to develop general, world knowledge
- It helps to improve your writing and extend your vocabulary
- It motivates you to read more!

#### WHEN?

**Weeks 7, 8 & 9.** Your teacher will ask to see that you have completed the tasks set. **They will sign your workbook only if you have made a reasonable effort to respond to the task questions.**

## ASSESSMENT TASK 3

## VOCABULARY BUILDING



This is a **PASS/FAIL** task.

### TO PASS THIS TASK YOU MUST:

- A. Include **10 new words a week** in your vocabulary list.
- B. Complete **all** the details for each new word.
- C. Complete the sentences using **your own words**.

#### HOW?

Choose 10 words from a list of 20 which your teacher will give you.  
Review the new words regularly. Try to include them in your writing and in class discussion.

#### WHY?

To broaden and consolidate your vocabulary  
To prepare for the weekly grammar and vocabulary tests

#### WHEN?

**Every week** your teacher will check that you have completed all the details for each word. **They will sign your workbook only if you have made a reasonable attempt to complete the task.**

## ASSESSMENT TASK 4

## WRITING FOLIO



This is a **PASS/FAIL** task.

### TO PASS THIS TASK YOU MUST:

- A. Complete 3 short writing tasks in class.
- B. Submit your writing for peer & teacher feedback.
- C. Make corrections and rewrite each task.

#### HOW?

Follow your teacher's instructions as you work through the textbook.

#### WHY?

To develop a range of writing skills  
To understand the elements of different genres  
To practise following a simple authoring process

#### WHEN?

**Week 6:** Problem/solution paragraphs  
**Week 7:** Endangered species report  
**Week 8:** Narrative essay

## ASSESSMENT TASK 5 | WRITE A NARRATIVE ESSAY



This is a **GRADED** task.

### TO PASS THIS TASK YOU MUST:

- Write a narrative essay of **250 – 300** words.
- Include at least all basic elements of the task criteria. See p.168
- Receive a grade of **50%** or higher.

**HOW?** This writing assessment will be done in class under test conditions

**WHY?** To develop a range of writing skills  
To understand the elements of different genres  
To practise following a simple authoring process

**WHEN?** **Week 10**

## ASSESSMENT TASK 6 | ROLE PLAY



This is a **GRADED** Task.

### TO PASS THIS TASK YOU MUST:

- Work with a partner to write and perform a scenario.
- Include at least all basic elements of the task criteria.

**HOW?** Follow your teacher's instructions as you complete the speaking section of the workbook.

**WHY?** To practise using all of the speaking skills covered in your workbook  
To develop your oral fluency and confidence

**WHEN?** **Week 10**

## ASSESSMENT TASK 7 | GRAMMAR & VOCAB TESTS



This is a **GRADED** Task.

### TO PASS THIS TASK YOU MUST:

- Complete **4** grammar & vocabulary tests related to the themes in the textbook.
- Receive an **average grade** of **50%** or higher.

**HOW?** These tests will be conducted in class, under exam conditions.  
By completing all the grammar exercises in your textbook & workbook, and studying the vocabulary each week, you will be well prepared for these tests.

**WHY?** To develop your understanding of key grammar and extend your vocabulary.

**WHEN?** At the end of **weeks 6, 7, 8 & 9**

## ASSESSMENT TASK 8

## LISTENING TEST



This is a **GRADED** Task.

### TO PASS THIS TASK YOU MUST:

- A. Complete a listening test in class under test conditions.
- B. Receive an average grade of **50%** or higher.

### HOW?

This test will be conducted in class, under exam conditions.  
By completing all the listening exercises in your workbook, you will be well prepared for this test.

The test will assess your ability to:

### WHY?

Extract specific information notes/charts	Identify main ideas & complete
Guess unknown words from context	Identify keywords and discourse markers
Listen for detailed understanding	

### WHEN?

**Week 10**

## ASSESSMENT TASK 9

## READING TEST



This is a **GRADED** Task.

### TO PASS THIS TASK YOU MUST:

- A. Complete a reading test in class under test conditions.
- B. Receive an average grade of **50%** or higher.

### HOW?

This test will be conducted in class, under exam conditions.  
By completing all the reading exercises in your workbook & textbook, you will be well prepared for this test.

The test will assess your ability to:

### WHY?

Determine text type	Scan for specific detail
Identify main ideas & complete notes	Guess unknown words from context
Identify keywords and discourse markers	Read for detailed information
Make inferences	Identify pronoun references
Identify whether a text is formal or informal	
Recognise topic sentences, titles, paragraphs, italics, chapters & maps	

### WHEN?

**Week 10**

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# LEVEL 4

ENGLISH for  
ACADEMIC PURPOSES





Welcome to ELICOS English for Academic Purposes 4 (EAP 4) at VU English.

This workbook is to be used as a companion to the textbook. Use it to complete activities and to prepare for and complete your assessment tasks.

Naturally, your teacher will expect you to bring this WORKBOOK and the prescribed TEXTBOOK to every class.

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## ABOUT LEVEL 4 (ENGLISH FOR ACADEMIC PURPOSES 4)

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LEVEL 4 is an **Upper Intermediate** unit.

There are **2 MODULES** in LEVEL 4:

Module 1: EAP4-W5 (weeks 1 – 5)  
Module 2: EAP4-W10 (weeks 6 – 10)

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## LEVEL 4 LEARNING OUTCOMES

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The LEVEL 4 learning outcomes are designed to provide you with a foundation of knowledge and the English language skills to actively participate in VU further studies. The course outcomes target development in the skills outlined below.

By the end of LEVEL 4 you should be able to...

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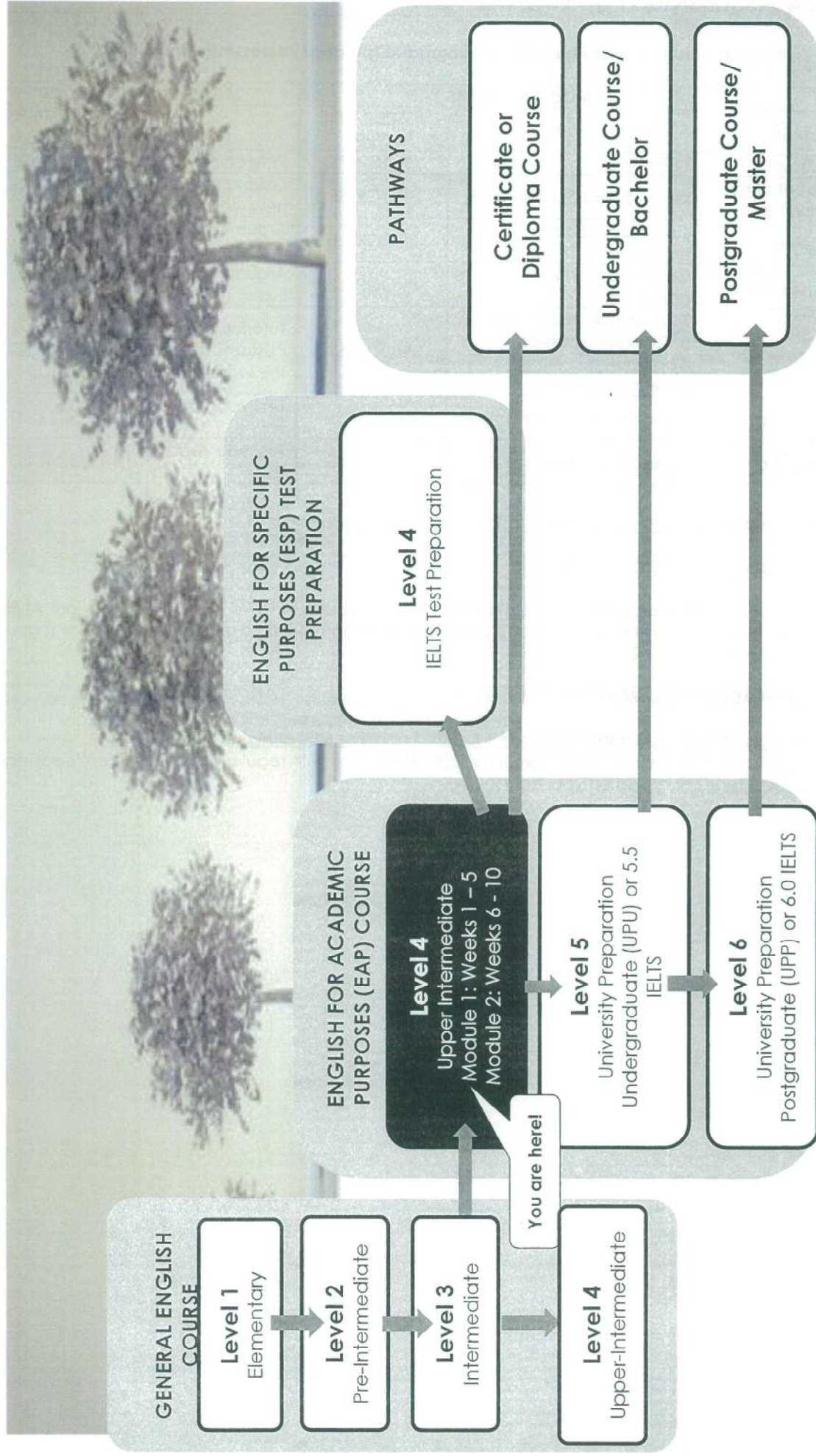
## LEVEL 4 LEARNING RESOURCES

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WRITING	<ol style="list-style-type: none"><li>1 Write a range of short informational/instructive texts on unfamiliar &amp; familiar topics</li><li>2 Write a simple narrative/descriptive text on a familiar situation event or experience</li><li>3 Write a range of short transactional texts</li><li>4 Follow a simple authoring process</li></ol>
SPEAKING	<ol style="list-style-type: none"><li>1 Start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.</li><li>2 Perform a role-play based on a familiar scenario</li><li>3 Give a talk on a familiar topic</li><li>4. Be familiar with grammar for speaking</li></ol>
READING	<ol style="list-style-type: none"><li>1. Identify features of graded academic texts</li><li>2. Identify key content in graded academic texts</li><li>3. Comprehend &amp; respond to graded academic texts</li><li>4. Be familiar with grammar for reading</li></ol>
LISTENING	<ol style="list-style-type: none"><li>1. Identify the key content &amp; structure of lectures</li><li>2. Comprehend &amp; respond to lectures</li><li>3. Follow face-to-face conversations &amp; discussions on a range of informal &amp; formal topics</li><li>4. Be familiar with grammar for listening</li></ol>



## LEVEL 4 WHERE ARE YOU?



**On average, you need at least 10 weeks in each level to make any progress.** This progress depends on a number of factors such as your performance in class, language - learning aptitude and background in learning and using English.

## LEVEL 4 ASSESSMENT SUMMARY

LEVEL 4 is designed around a set of **graded** and **ungraded (progress)** assessment tasks.

TASK		MODULE 1 WEEKS 1- 5		MODULE 2 WEEKS 6 - 10	
		DETAIL	ASSESSMENT TYPE	DETAIL	ASSESSMENT TYPE
1	<b>Journal</b>	Reflective	PROGRESS	Reflective	GRADED
2	<b>Vocabulary Building</b>	Keep record of new words	PROGRESS	Keep a record of new words	GRADED
3	<b>Writing</b>	Compare/contrast paragraphs	PROGRESS	Argumentative Essay	GRADED
4	<b>Timed Writing</b>	Compare/contrast paragraphs	PROGRESS	Argumentative Essay	GRADED
5	<b>Speaking</b>	<b>A. Short talk</b> About you <b>B. Tutorial discussion</b> Apologizing in different speech groups	PROGRESS	<b>Tutorial:</b> Wedding customs around the world	GRADED
6	<b>Listening</b>	<b>Check</b> your listening skills	PROGRESS	<b>Test</b> your listening skills	GRADED
7	<b>Reading</b>	<b>Check</b> your reading skills	PROGRESS	<b>Test</b> your reading skills	GRADED

You **must complete all** of the assessment tasks in EAP 4.

### MODULE 1: PROGRESS ASSESSMENT TASKS

If you do not make **good progress** overall in each of these assessment tasks, you will be given an '**At Risk Action Plan**'. This means that you will have to complete extra homework to make sure you have a good chance of passing Module 2.

### MODULE 2: GRADED ASSESSMENT TASKS

In order to pass LEVEL 4, you **must pass** Tasks **1 & 2** and achieve **50% or higher** for tasks **3 – 7**. You will be kept up to date on your progress throughout the unit with regular oral and written feedback from your class teacher based on your coursework.

# MODULE 1 PROGRESS ASSESSMENT TASKS

The tasks in MODULE 1 (weeks 1- 5) are **PROGRESS** tasks only. They are not graded and do not count towards your final assessment. Use these tasks to check your progress in LEVEL 4. Details are on the following pages.

#	PROGRESS TASK	WHEN?	GRADED?
1	Reflective Journal	Weeks 2 & 4	NO  PROGRESS TASKS ONLY
2	Vocabulary Building	Weeks 1, 2, 3, 4	
3	Writing: 2 Body Paragraphs (compare/contrast)	Week 4	
4	Timed Writing: 2 Body Paragraphs (compare/contrast)	Week 5	
5	Speaking: A. Short talk About yourself	Week 1	
	B. Tutorial discussion Apologizing in another culture	Week 4/5	
6	Listening Check	Week 5	
7	Reading Check	Week 5	

## ASSESSMENT TASK 1 | REFLECTIVE JOURNAL



**JOURNAL** 'dʒɜːn(ə)l/ Noun: **journal; journals:** a daily record of news and events of a personal nature; a diary.

Example sentence: "While he was travelling, he kept a journal."

### WHAT DO I HAVE TO DO?

- Complete **2** journal entries in your own time about yourself as a learner and your experiences in Australia.
- Try to write 'freely', without stopping. Just write down sentences as you think of them. Don't worry about making mistakes. Your teacher will not be correcting grammatical errors your journals.
- If you can't think of anything to write about, tell your teacher and they will give you some ideas

#### WHY?

Writing a journal is a successful and enjoyable way to get better in English quickly. Reflective journal writing aims to get you to think about and understand your learning experiences.

#### WHEN?

**Weeks 2 & 4** your teacher will ask to see that you have completed the journal entry set for the week. They will provide feedback on your progress.

## ASSESSMENT TASK 2 | VOCABULARY BUILDING



### WHAT DO I HAVE TO DO?

- Include **10** new words per week in your vocabulary list (in this workbook).
- **Your teacher will choose 5 words** related to the textbook topics. You must then choose five additional words related to the textbook topics.
- Review the new words regularly and try to include them in your writing and class discussion.

#### WHY?

To develop your vocabulary and understanding of the key texts in this unit

#### WHEN?

**Weeks 1, 2, 3 & 4** your teacher will check that you have completed all the details for each word. They will provide feedback on your progress.

## ASSESSMENT TASK 3 | BODY PARAGRAPHS



### WHAT DO I HAVE TO DO?

- Write **2** body paragraphs of **150** words each comparing and contrasting two items
- Demonstrate your ability to use appropriate tenses, grammatical structures and transition words

#### WHY?

To check your general writing progress  
To engage in the authoring cycle of drafting, peer review & editing.

#### WHEN?

Week 4

## ASSESSMENT TASK 4 | BODY PARAGRAPHS (TIMED)



### WHAT DO I HAVE TO DO?

- Under test conditions, write **2** body paragraphs of about **125** words each comparing and contrasting two items
- Demonstrate your ability to use appropriate tenses, grammatical structures and transition words.

#### WHY?

To check your general writing progress and your ability to use compare and contrast language.

#### WHEN?

Week 5

## ASSESSMENT TASK 5 | SHORT TALK & TUTORIAL



### WHAT DO I HAVE TO DO?

- Complete a short talk & a tutorial on topics covered in the textbook
- Complete some simple research on the topics and make notes
- Include all the components of giving a talk

#### WHY?

- To practise participating in a tutorial setting
- To develop your confidence in a semi-formal exchange of ideas
- To develop your oral fluency and confidence

#### WHEN?

Weeks 1 & 4

## ASSESSMENT TASK 6 | LISTENING CHECK

### WHAT DO I HAVE TO DO?

- Listen to a lecture & answer questions.

This listening task will allow you to **check your progress** in the following skills:

#### WHY?

- Listening to extract specific information
- Identifying main ideas
- Guessing unknown words from context
- Identifying keywords and discourse markers
- Listening for detailed information

#### WHEN?

Week 5

# ASSESSMENT TASK 7 | READING CHECK

## WHAT DO I HAVE TO DO?

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- Read and answer questions on a text.

This reading task will allow you to **check your progress** in the following skills:

### WHY?

Skimming/Scanning  
Making inferences  
Identifying keywords

Reading for specific information  
Guessing unknown words  
Identifying main ideas

### WHEN?

Week 5

# MODULE 2 ASSESSMENT TASKS

**IMPORTANT: YOU MUST PASS EVERY TASK IN ORDER TO SUCCESSFULLY COMPLETE LEVEL 4.**

There are two different types of assessment in module 2:

**PASS/FAIL** Your teacher will only check that you have completed the task satisfactorily. You will **not** receive a numerical result.

**NUMERICAL** Your teacher will correct your work and give you a numerical result e.g. 67/100.

#	ASSESSMENT TASK	WHEN?	RESULT
1	Reflective Journal	Weeks 7 & 9	PASS/FAIL
2	Academic Vocabulary Building	Weeks 6, 7, 8, 9	
3	Writing: Argumentative Essay	Week 9	NUMERICAL
4	Timed Writing: Argumentative Essay	Week 10	
5	Speaking: Tutorial	Week 9	
6	Listening Test	Week 10	
7	Reading Test	Week 10	

## ASSESSMENT TASK 1 | REFLECTIVE JOURNAL



### WHAT DO I HAVE TO DO?

- Complete 2 journal entries in your own time.
- Describe and evaluate a learning experience.
- Write at least **200 – 300** words for each entry.

### WHY?

Writing a journal is a successful and enjoyable way to get better in English quickly. You will practise describing and evaluating your own learning process. Reflective journal writing is a common form of writing at university level.

### WHEN?

Weeks 7 & 9

## ASSESSMENT TASK 2 | ACADEMIC VOCABULARY BUILDING



### WHAT DO I HAVE TO DO?

- Include **10 new academic words per week** in your vocabulary list.
- **Your teacher will choose 5 words** related to the textbook topics. You must then choose five additional words related to the textbook topics.
- Complete **all the details** for each new word e.g. part of speech, definition etc...
- Complete the sentences using **your own words**.
- Review the new words regularly and try to include them in your writing and class discussion.

### WHY?

To broaden and consolidate your academic vocabulary.

### WHEN?

Weeks 6, 7, 8 & 9

## ASSESSMENT TASK 3 | ARGUMENTATIVE ESSAY



### WHAT DO I HAVE TO DO?

- Draft, revise and peer/self-edit an argumentative essay of **400-450** words.
- Include at least all elements in column A of the task criteria.
- Receive a grade of **50%** or higher.

#### HOW?

Follow your teacher's instructions as you complete the writing section of the workbook. This is a 'scaffolded' writing task which means that you will work closely with your peers and your teacher to put your essay together step-by-step.

#### WHY?

To develop your understanding of the purpose, structure and language of a common academic essay type.

To engage in the authoring cycle of drafting, revising, peer reviewing & editing.

#### WHEN?

**Weeks 8 & 9**

## ASSESSMENT TASK 4 | TIMED ARGUMENTATIVE ESSAY



### WHAT DO I HAVE TO DO?

- Write a 4-5 paragraph argumentative essay of **350-400** words under test conditions.
- Include as many elements of the task criteria as you can.
- Receive a grade of **50%** or higher.

#### HOW?

You will be given the topic and instructions at the time of the assessment. You will have approx. 1.5 hours to complete the essay.

#### WHY?

To demonstrate your ability to apply new writing skills & knowledge of argumentative style academic writing.

#### WHEN?

**Week 10**

## ASSESSMENT TASK 5 | TUTORIAL



### WHAT DO I HAVE TO DO?

- Using guided questions, research marriage customs in your culture.
- Prepare and deliver a 2 minute talk based on your research.
- Take part in a tutorial discussion in groups of 4 about questions related to marriage.
- Meet elements of the task criteria to receive a grade of **50%** or higher.

#### WHY?

To practise participating in a tutorial setting.  
To develop your confidence in a semi-formal exchange of ideas.  
To develop your oral fluency and confidence.  
To practise agreeing and disagreeing and seeking clarification.

#### WHEN?

**Weeks 9/10**

## ASSESSMENT TASK 6 | LISTENING TEST



### WHAT DO I HAVE TO DO?

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This is a **GRADED** Task.

- Listen to a lecture in three sections and answer questions.
- Receive a grade of **50%** or higher.

#### HOW?

This test will be conducted in class, under exam conditions. By completing all the listening exercises in your workbook & textbook, you will be well prepared for this test.

The test will assess your ability to...

#### WHY?

- understand unknown words from context;
- identify signpost words and phrases;
- recognise main ideas & complete notes & diagrams;
- listen for detailed information to summarise & make notes;
- follow discussions on more complex/academic topics; and
- identify indirect questions, verb patterns and extra information after *who*, *which*, *where*.

#### WHEN?

**Week 10**

## ASSESSMENT TASK 7 | READING TEST



### WHAT DO I HAVE TO DO?

---

This is a **GRADED** Task.

- Read three texts and answer questions.
- Receive a grade of **50%** or higher.

#### HOW?

This test will be conducted in class, under exam conditions. By completing all the reading exercises in your workbook & textbook, you will be well prepared for this test.

The test will assess your ability to...

#### WHY?

- determine text type;
- scan for specific detail;
- identify main ideas & complete notes;
- guess unknown words from context;
- identify keywords and discourse markers;
- read for detailed information;
- make inferences;
- identify pronoun references;
- identify whether a text is formal or informal; and
- recognise topic sentences, titles, paragraphs, italics, chapters & maps.

#### WHEN?

**Week 10**



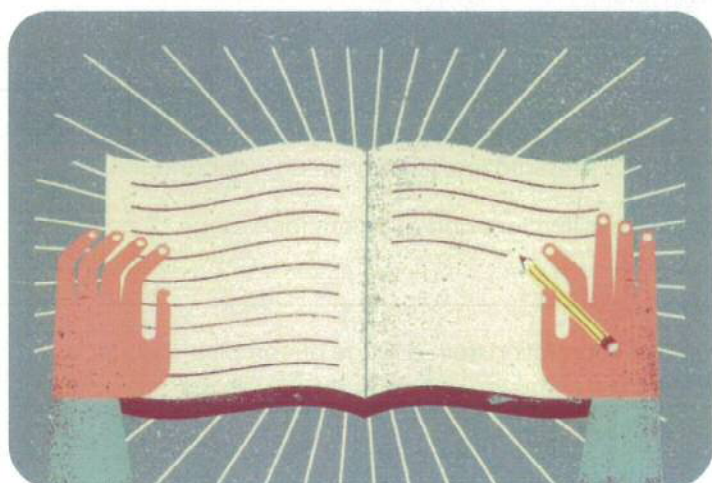
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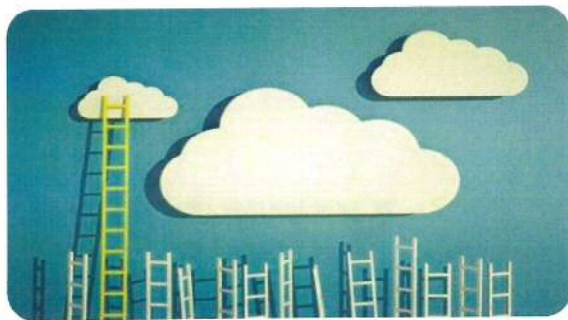


# LEVEL 5

ENGLISH FOR  
ACADEMIC PURPOSES

University Preparation (Undergraduate)





Welcome to ELICOS Level 5 (EAP 5) at VU English.

This workbook contains your writing and reading resources. You will use it to complete activities & to prepare for and complete your assessment tasks.

Naturally, your teacher will expect you to bring this WORKBOOK to every class.

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#### ABOUT LEVEL 5 ENGLISH FOR ACADEMIC PURPOSES (UPU)

LEVEL 5 (English for Academic Purposes 5) is a University Preparation Undergraduate (UPU) unit designed to help you consolidate your language proficiency, sharpen your academic skills and further your understanding of academic culture.

There are **2 MODULES** in LEVEL 5:

- Module 1: EAP5-W5 (weeks 1 – 5)
- Module 2: EAP5-W10 (weeks 6 – 10)

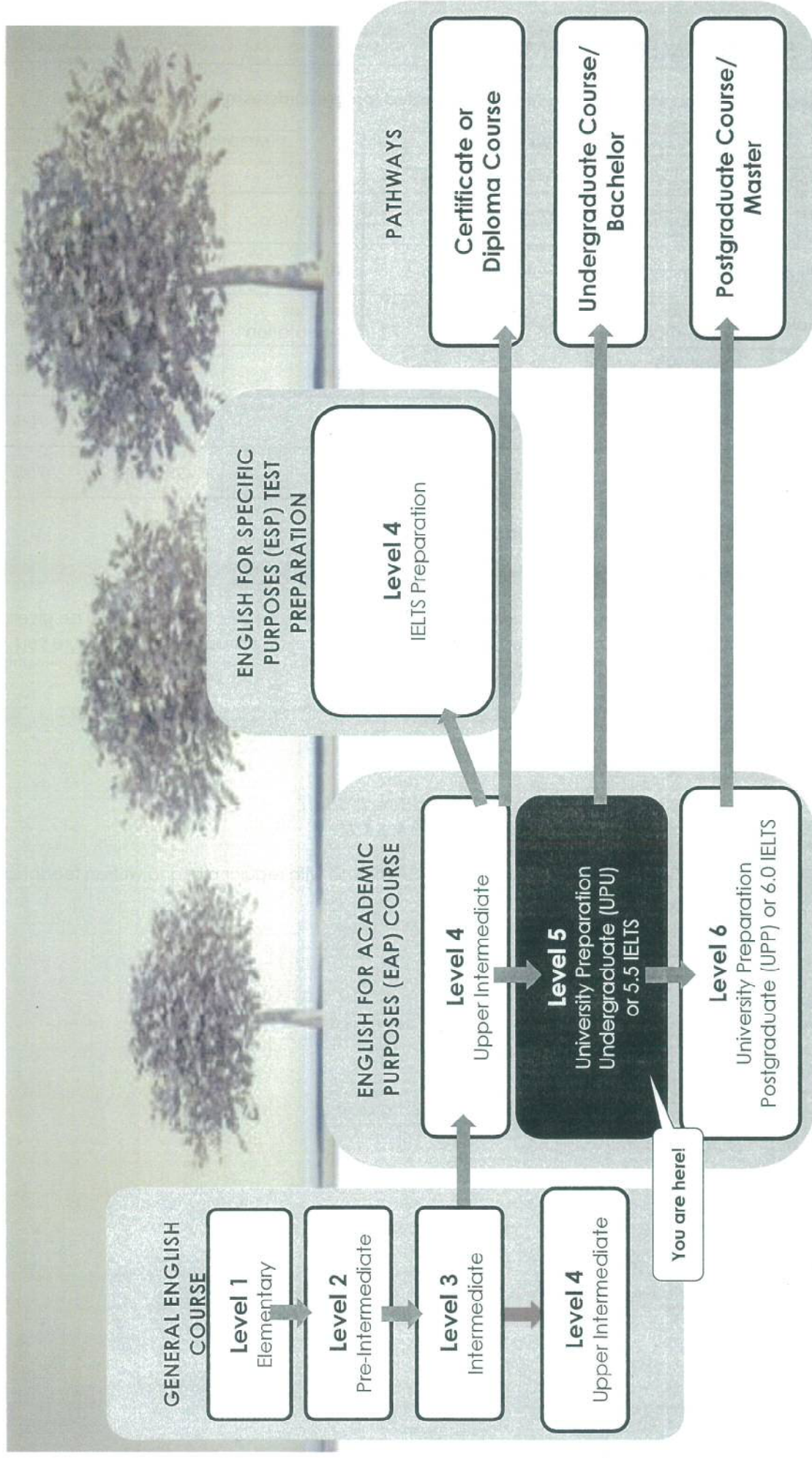
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#### LEVEL 5 LEARNING OUTCOMES

The unit outcomes target development in the skills outlined below.

WRITING	<ol style="list-style-type: none"><li>1. write proficiently a range of texts for academic purposes (paragraph synthesis, essay)</li><li>2. produce a reference list and in-text citations according to specified conventions</li><li>3. edit and format own texts in relation to complex academic requirements</li></ol>
SPEAKING	<ol style="list-style-type: none"><li>1. engage in &amp; facilitate sustained formal interactions in an academic study context</li><li>2. prepare &amp; give an extended oral presentation/seminar on an independently researched topic</li><li>3. give &amp; respond to complex oral instructions and questions for a range of academic purposes</li></ol>
READING	<ol style="list-style-type: none"><li>1. identify, analyse and evaluate information from a range of complex texts for academic research purposes</li><li>2. use reading skills of predicting, skimming &amp; scanning to understand texts</li><li>3. apply critical reading techniques to texts</li></ol>
LISTENING	<ol style="list-style-type: none"><li>1. demonstrate understanding of sustained formal interactions in a complex academic setting</li><li>2. demonstrate critical understanding of complex extended academic oral texts from a variety of sources</li><li>3. follow and respond to complex oral instructions and questions for study and independent research tasks</li></ol>

**LEVEL 5: WHERE ARE YOU?**



**On average, you need at least 10 weeks in each level to make any progress.** This progress depends on a number of factors such as your performance in class, language - learning aptitude and background in learning and using English.

## LEVEL 5 ASSESSMENT SUMMARY

Level 5 is designed around a set of **graded** and **ungraded (progress) assessment tasks**.

		MODULE 1 WEEKS 1- 5			MODULE 2 WEEKS 6 - 10		
TASK		DETAIL	ASSESSMENT	WEIGHT	DETAIL	ASSESSMENT	WEIGHT
1	<b>Case Study</b>	Written report	PROGRESS	-	Written report	GRADED	100%
2	<b>Writing</b>	Summary	PROGRESS	-	Essay	GRADED	100%
3	<b>Speaking</b>	Seminar presentation	PROGRESS	-	Seminar Presentation	GRADED	100%
4	<b>Timed Writing</b>	Synthesis paragraph	GRADED	30%	Essay	GRADED	70%
5	<b>Listening</b>	Test	GRADED	30%	Test	GRADED	70%
6	<b>Reading</b>	Test	GRADED	30%	Test	GRADED	70%

**You must complete all of the assessment tasks in level 5.**

### PROGRESS ASSESSMENT TASKS:

If you do not make **good progress** overall *in each* of these progress assessment tasks, you will be given an '**At Risk Action Plan**'. This means that you will have to complete extra homework to make sure you have a good chance of passing Level 5 overall.

### GRADED ASSESSMENT TASKS:

In order to pass level 5, you must...

- achieve **50%** or higher for Tasks **1, 2 & 3** (in module 2) *and*
- achieve **an average of 50%** or higher for Tasks **4, 5 & 6**.

You will be kept up to date on your progress throughout the unit with regular oral and written feedback from your class teacher based on your coursework.

# MODULE 1 PROGRESS ASSESSMENT TASKS

The following assessment tasks in MODULE 1 (weeks 1- 5) are **PROGRESS** tasks. They are not graded and do not count towards your final assessment. Use these tasks to check your progress in Level 5.

#	PROGRESS ASSESSMENT TASK	WHEN?
1	Case Study Report	Week 5
2	Summary writing	Week 4
3	Seminar presentation	Weeks 4 & 5

## ASSESSMENT TASK 1

## CASE STUDY REPORT



### ASSESSMENT T1: DESCRIPTION

This task will introduce you to case studies. You will be given a model about culture shock and you will use this as a guide to writing your own case study report about study and work.

You will be part of a **group** for the task.

Each student will be responsible for a section of the report.

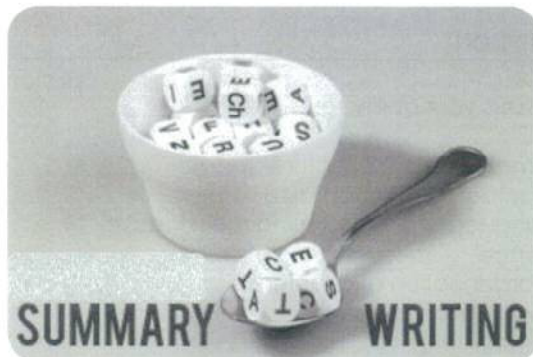
**TOPIC:** Studying and working part-time

**LENGTH:** 1100 words

**DUE:** Week 5

## ASSESSMENT TASK 2

## SUMMARY WRITING



### ASSESSMENT T2: DESCRIPTION

For this task will use your paraphrasing and summarising skills to summarise a short text.

You will complete this task under test conditions.

**TOPIC:** Internet addiction

**LENGTH:** 60 – 70 words

**DUE:** Week 3

## ASSESSMENT TASK 3

## SEMINAR PRESENTATION



### ASSESSMENT T3: DESCRIPTION

For this task you will be working in groups of four. Your group will make a formal presentation based on readings related to your topic. Following this, you will be expected to lead a seminar discussion in small groups.

**TOPIC:** Issues related to tourism in a given region  
**LENGTH:** **Section 1: FORMAL PRESENTATION** 10 minutes  
**Section 2: SEMINAR DISCUSSION** 10 minutes  
**DUE:** Weeks 4/5

# MODULE 1 GRADED ASSESSMENT TASKS

The following assessment tasks in MODULE 1 (weeks 1- 5) are **GRADED** tasks. They are each worth **30%** of your final result for that task.

#	GRADED TASK	WHEN?
4	Timed Writing – Synthesis paragraph	Week 5
5	Listening Test	Week 5
6	Reading Test	Week 5

## ASSESSMENT TASK 4 | SYNTHESISED PARAGRAPH (TIMED)



### ASSESSMENT T4: DESCRIPTION

You will be required to write a paragraph that synthesises information from 3 texts **in class under examination conditions**.

**TOPIC:** You will be given the topic at the time of the assessment

**LENGTH:** 250 – 350 words

**DUE:** Your teacher will advise

**WEIGHT:** 30%

## ASSESSMENT TASK 5 | LISTENING TEST



### ASSESSMENT T5: DESCRIPTION

The listening test will assess your ability to:

- Understand the main ideas in a lecture
- Recognise key factual information
- Recognise the language for introducing main ideas & supporting evidence
- Understand the organisation of a lecture
- Recognise signposting language
- Take notes

**DATE:** Week 5

**WEIGHT:** 30%

## ASSESSMENT TASK 6 | READING TEST



### ASSESSMENT T6: DESCRIPTION

The reading test will assess your ability to:

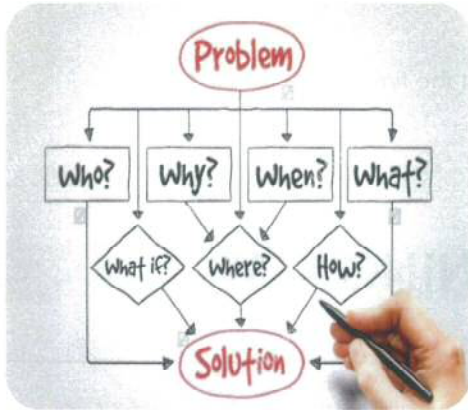
- Understand short informative texts
- Identify main ideas & supporting evidence in a text
- Skim a text to find key information
- Read for more detail
- Linking information from a text to key terms

**DATE:** Week 5

**WEIGHT:** 30%

# MODULE 2 ASSESSMENT TASKS

## ASSESSMENT TASK 1 | CASE STUDY REPORT



### ASSESSMENT T1: DESCRIPTION

Assessment task 1 for this module is a Case Study Report. You will complete this in class **in groups of four**. You will have to read some articles about management styles and then analyse a case. You will have to write a full group case study report. Each student will be responsible for a section of the report.

<b>TOPIC:</b>	Management styles
<b>LENGTH:</b>	Teacher to advise
<b>DUE:</b>	Week 10
<b>WEIGHT:</b>	100%

## ASSESSMENT TASK 2 | RESEARCHED ESSAY



### ASSESSMENT T2: DESCRIPTION

For this task will research and write an essay on the topic of female and male management styles. You will use all the paraphrasing, summarising and synthesis skills you have developed over recent weeks. You will complete this task in class only.

<b>TOPIC:</b>	Female and male management styles
<b>LENGTH:</b>	Teacher to advise
<b>DUE:</b>	Week 8/9
<b>WEIGHT:</b>	100%

## ASSESSMENT TASK 3 | SEMINAR PRESENTATION



### ASSESSMENT T3: DESCRIPTION

For this task you will be working in groups of four. Your group will make a formal presentation based on readings related to your topic. Following this, you will be expected to lead a seminar discussion in small groups.

<b>TOPIC:</b>	Teacher to advise
<b>LENGTH:</b>	<b>Section 1: FORMAL PRESENTATION</b> 10 minutes <b>Section 2: SEMINAR DISCUSSION</b> 10 minutes
<b>DUE:</b>	Weeks 9/10
<b>WEIGHT:</b>	100%

## ASSESSMENT TASK 4

## ESSAY (TIMED)



### ASSESSMENT T4: DESCRIPTION

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You will be required to write an essay **in class under examination conditions**.

**TOPIC:** You will be given the topic at the time of the assessment

**LENGTH:** 400 words

**DUE:** Week 10

**WEIGHT:** 70%

## ASSESSMENT TASK 5

## LISTENING TEST



### ASSESSMENT T5: DESCRIPTION

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The listening test will assess your ability to:

- Understand the main ideas in a lecture
- Recognise key factual information
- Recognise the language for introducing main ideas & supporting evidence
- Understand the organisation of a lecture
- Recognise signposting language
- Take notes

**DATE:** Week 10

**WEIGHT:** 70%

## ASSESSMENT TASK 6

## READING TEST



### ASSESSMENT T6: DESCRIPTION

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The reading test will assess your ability to:

- Understand short informative texts
- Identify main ideas & supporting evidence in a text
- Skim a text to find key information
- Read for more detail
- Linking information from a text to key terms

**DATE:** Week 10

**WEIGHT:** 70%



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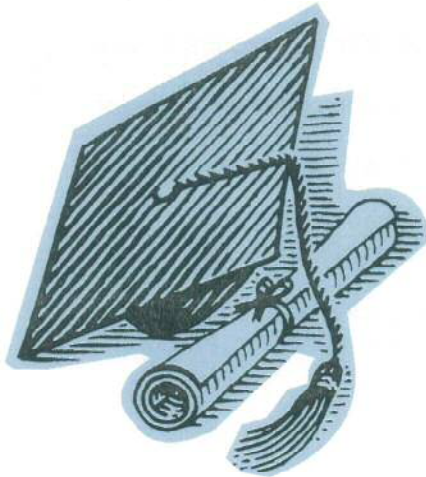
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# LEVEL 6

ENGLISH FOR  
ACADEMIC PURPOSES

University Preparation (Postgraduate)



## WELCOME!

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Welcome to ELICOS Level 6 (EAP 6) at VU English.

This workbook is to be used as a companion to the textbook. You will use it to complete activities and to prepare for and complete your assessment tasks.

Naturally, your teacher will expect you to bring this WORKBOOK to every class.

## ABOUT LEVEL 6 ENGLISH FOR ACADEMIC PURPOSES (UPP)

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LEVEL 6 (English for Academic Purposes 6) is a University Preparation Postgraduate (UPP) unit designed to help you consolidate your language proficiency, sharpen your academic skills and gain an understanding of academic culture.

There are **2 MODULES** in EAP 6:

Module 1: EAP6-W5 (weeks 1 – 5)  
Module 2: EAP6-W10 (weeks 6 – 10)

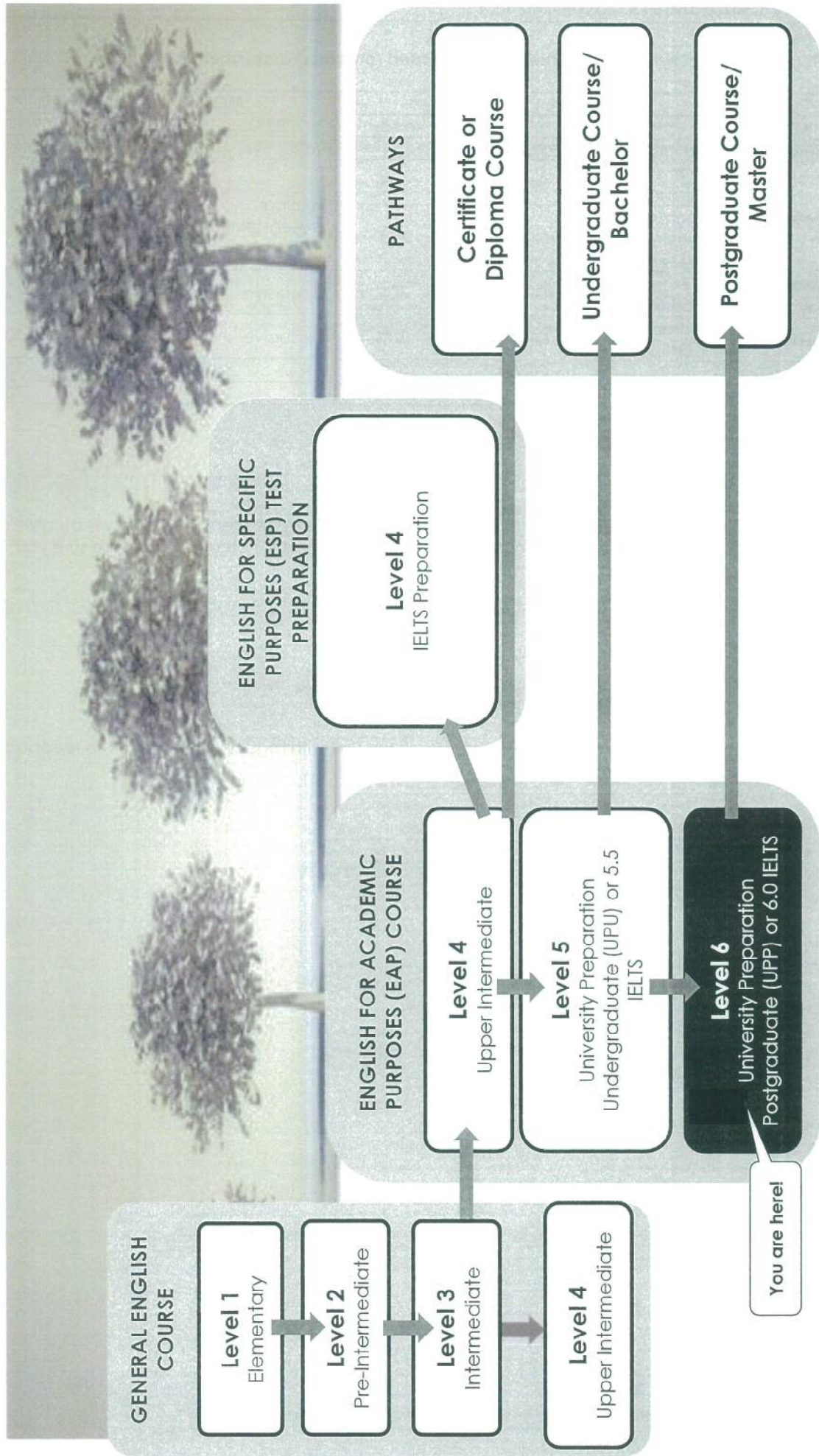
## LEVEL 6 LEARNING OUTCOMES

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The unit outcomes target development in the skills outlined below.

WRITING	<ol style="list-style-type: none"><li>1. write proficiently a range of texts for academic purposes (reflective journal, self- and peer-evaluation, research essay)</li><li>2. produce a reference list and in-text citations according to specified conventions</li><li>3. edit and format own texts in relation to complex academic requirements</li></ol>
SPEAKING	<ol style="list-style-type: none"><li>1. engage in &amp; facilitate sustained formal interactions in an academic study context</li><li>2. prepare &amp; give an extended oral presentation/seminar on an independently researched topic</li><li>3. give &amp; respond to complex oral instructions and questions for a range of academic purposes</li></ol>
READING	<ol style="list-style-type: none"><li>1. identify, analyse and evaluate information from a range of complex texts for academic research purposes</li><li>2. follow complex formal instructions and explanations relevant to an academic context in relation to individual research requirements</li><li>3. review own texts in relation to complex academic requirements</li></ol>
LISTENING	<ol style="list-style-type: none"><li>1. demonstrate understanding of sustained formal interactions in a complex academic setting</li><li>2. demonstrate critical understanding of complex extended academic oral texts</li><li>3. follow and respond to complex oral instructions and questions for study and independent research tasks</li></ol>

**LEVEL 6** WHERE ARE YOU?



**On average, you need at least 10 weeks in each level to make any progress.** This progress depends on a number of factors such as your performance in class, language - learning aptitude and background in learning and using English.

## LEVEL 6 ASSESSMENT SUMMARY

Level 6 is designed around a set of **graded** and **ungraded (progress)** assessment tasks.

TASK		MODULE 1 WEEKS 1- 5			MODULE 2 WEEKS 6 - 10		
		DETAIL	ASSESSMENT	WEIGHT	DETAIL	ASSESSMENT	WEIGHT
1	<b>Journal</b>	Reflective	PROGRESS	-	Reflective	GRADED	Pass/Fail
2	<b>Speaking</b>	Peer & Self-Evaluation	GRADED	15%	Seminar Presentation	GRADED	70%
		Journal article presentation	GRADED	15%			
3	<b>Researched Essay</b>	Compare/contrast	GRADED	30%	Discursive	GRADED	70%
4	<b>Timed Essay</b>	Compare/contrast	GRADED	30%	Discursive	GRADED	70%
5	<b>Listening Test</b>		GRADED	30%		GRADED	70%
6	<b>Reading Test</b>		GRADED	30%		GRADED	70%

You **must complete** all of the assessment tasks in Level 6.

### PROGRESS ASSESSMENT TASKS:

If you do not make **good progress** overall in each of these progress assessment tasks, you will be given an **'At Risk Action Plan'**. This means that you will have to complete extra homework to make sure you have a good chance of passing Level 6 overall.

### GRADED ASSESSMENT TASKS:

In order to pass level 6, you must...

- pass Task 1 and
- achieve **an average of 50%** or higher for Tasks **2, 3, 4, 5 & 6**.

You will be kept up to date on your progress throughout the unit with regular oral and written feedback from your class teacher based on your coursework.

# MODULE 1 PROGRESS ASSESSMENT TASKS

The following assessment tasks in MODULE 1 (weeks 1- 5) are **PROGRESS** tasks. They are not graded and do not count towards your final assessment. Use these tasks to check your progress in Level 6. Details are on the following pages.

#	PROGRESS TASK	WHEN?
1	Reflective Journal	Week 2
	Group work reflection	Week 5
2	Speaking: Peer & Self-Evaluation	Weeks 1, 2 & 4
	Speaking: Journal Article Presentation	Week 5

## ASSESSMENT TASK 1 | REFLECTIVE WRITING

### ASSESSMENT T1: OVERVIEW



A journal is a regular record of something. Reflective journal writing aims to get you to think about and understand your learning experiences.

This task requires you to write specifically about your learning experiences in your VUE course. There is space for your reflective journal writing in the **Week 2** section of this workbook.

In Week 5, after you have given your presentation of a journal article with your teammates, you will assess your own contributions to your group's efforts as well as those of your teammates.

#### TOPICS:

The topics will vary. You can choose to write about any learning experience. Sometimes your teacher may ask you to write about one in particular. You are practising *expressing your ideas and describing your learning experiences* in your journal.

## ASSESSMENT TASK 2 | SPEAKING: SELF & PEER EVALUATION

### ASSESSMENT T2: OVERVIEW



For this task you will be completing a number of speaking activities related to seminar presentations.

You are required to complete **3** evaluative checklists of your participation in these tasks both for yourself and your peers.

## ASSESSMENT TASK 3 | RESEARCHED COMPARE/CONTRAST ESSAY

### ASSESSMENT T3: OVERVIEW



Based on the material you cover in your textbook and workbook you will research, draft, revise and edit a *compare & contrast* essay. You will then submit a FINAL version to your teacher. This task will be completed in class only.

**TOPIC:** *Managing today's workplace involves numerous intergenerational challenges. The modern day workplace in countries such as Australia and the United States is largely made up of Baby Boomers, Generation X and Generation Y. Compare and contrast the characteristics of these generations as they relate to the modern day workplace.*

**LENGTH:** 900-1000 words  
**DUE:** Week 5

# MODULE 1 GRADED ASSESSMENT TASKS

The following assessment tasks in MODULE 1 (weeks 1- 5) are **GRADED** tasks. They are each worth **30%** of your final result for that task. Details are on the following pages.

#	GRADED TASK	WHEN?
2	Speaking: Peer & Self-Evaluation	Weeks 1, 2 & 4
	Speaking: Journal Article Presentation	Week 5
3	Research Essay: Compare/contrast	Week 4
4	Timed Essay: Compare/contrast	Week 5
5	Listening Test	Week 5
6	Reading Test	Week 5

## ASSESSMENT TASK 4 | TIMED COMPARE / CONTRAST ESSAY



### ASSESSMENT T4: OVERVIEW

Based on the material you cover in your textbook and workbook you will draft, polish and edit a *compare & contrast* essay. You will submit a FINAL version to your teacher. This task will be completed **in class under examination condition**:

**TOPIC:** You will be given the topic at the time of the assessment

**LENGTH:** 500 words

**DUE:** Your teacher will advise

**WEIGHT:** 30%

## ASSESSMENT TASK 5 | LISTENING TEST



### ASSESSMENT T5: OVERVIEW

The listening test will assess your ability to:

- Understand the introduction to a lecture
- Understand the main ideas in a lecture
- Recognise key information in a lecture
- Recognise the language for introducing main ideas & supporting evidence
- Understand the organisation of a lecture

**TIME:** 35 minutes

**DATE:** Week 5

**WEIGHT:** 30%

## ASSESSMENT TASK 6 | READING TEST



### ASSESSMENT T6: DESCRIPTION

The reading quiz will assess your ability to:

- Understand short informative texts
- Identify main ideas & supporting evidence in a text
- Skim a text to find key information
- Read for more detail
- Link information from a text to key terms

**TIME:** 60 minutes

**DATE:** Week 5

**WEIGHT:** 30%

# MODULE 2 ASSESSMENT TASKS

The assessment tasks in MODULE 2 (weeks 6- 10) are all **GRADED** tasks.

ASSESSMENT TASK		LEVEL 6 OVERALL WEIGHTING	DUE
1	Reflective Journal	100%	Weeks 8 & 9
2	Seminar Presentation	70%	Week 9
3	Researched Essay: Discursive	70%	
4	Timed Essay: Discursive	70%	Week 10
5	Listening Test	70%	
6	Reading Test	70%	

## ASSESSMENT TASK 1 | REFLECTIVE JOURNAL

### ASSESSMENT T1: WHAT DO I HAVE TO DO?



This task requires you to write specifically about your English (and general) learning experiences. You will complete this task both in class and in your own time.

#### TOPICS:

The topics will vary. You can choose to write about any learning experience. Sometimes your teacher may ask you to write about one in particular. You are practising *expressing your ideas and describing your learning experiences* in your journal.

**LENGTH:** Complete **2** journal entries of at least 400 words each.

**DUE:** Weeks 8 & 9

**MARKS:** Pass/Fail

**WEIGHT:** **100% of the EAP 6 marks for reflective journal writing**

## ASSESSMENT TASK 2 | SEMINAR PRESENTATION



### ASSESSMENT T2: WHAT DO I HAVE TO DO?

For this task you will lead a seminar presentation in pairs. You will provide an **oral summary and evaluation** of a number of readings related to the topic you are given.

The readings include information on **problems** related to the topic and also include a number of **solutions**.

#### TOPICS:

- |                                 |   |
|---------------------------------|---|
| 1. Car dependency               | 6. Bushfires                                  |
| 2. Australia's recycling crisis | 7. Drought and agriculture in Australia       |
| 3. Invasive species             | 8. Housing affordability in Australian cities |
| 4. Food waste                   | 9. Energy drink consumption                   |
| 5. Homelessness in Melbourne    |   |

**LENGTH:** **Section 1: FORMAL PRESENTATION** 8 minutes (4 minutes each)

**Section 2: SEMINAR DISCUSSION** 10 minutes

**DUE:** Weeks 9 - 10

**MARKS:** You will receive a mark out of 100

**WEIGHT:** **70% of the EAP 6 marks for speaking**

## ASSESSMENT TASK 3 | RESEARCHED DISCURSIVE ESSAY



### ASSESSMENT T3: WHAT DO I HAVE TO DO?

You will research, draft, polish and edit a discursive essay. You will submit a word processed (typed) draft and a word processed final essay to your teacher. This task will be completed in class.

**TOPIC:** You will be writing about the issue of work/life balance

**LENGTH:** 1100 words

**DUE:** Week 9

**MARKS:** You will receive a mark out of 100

**WEIGHT:** 70% of the EAP6 marks for researched essay writing

## ASSESSMENT TASK 4 | TIMED DISCURSIVE ESSAY



### ASSESSMENT T4: WHAT DO I HAVE TO DO?

You will write a discursive essay **in class under examination conditions**.

**TOPIC:** You will be given the topic at the time of the assessment

**MARKS:** You will receive a mark out of 100

**LENGTH:** 400 words

**DUE:** Week 10

**WEIGHT:** 70% of the EAP 6 marks for timed writing

## ASSESSMENT TASK 5 | LISTENING TEST



### ASSESSMENT T5: WHAT DO I HAVE TO DO?

The listening test will assess your ability to:

- Identify main ideas in an interview & lecture
- Recognise key factual information & specific detail
- Recognise the language for introducing main ideas & supporting evidence
- Understand the organisation of a lecture
- Take notes & complete a summary

**STRUCTURE:** Two lectures

**MARKS:** Graded

**DATE:** Week 10

**WEIGHT:** 70% of the EAP 6 marks for listening

## ASSESSMENT TASK 6 | READING TEST



### ASSESSMENT T6: WHAT DO I HAVE TO DO?

The reading test will assess your ability to:

- Understand short informative texts
- Identify main ideas & supporting evidence
- Skim a text to find key information
- Read for detail

**TIME:** 60 minutes

**DATE:** Week 5

**WEIGHT:** 70% of EAP6 marks for reading



Swinburne University of Technology



**Swinburne University English Language Centre  
(SUELC)**

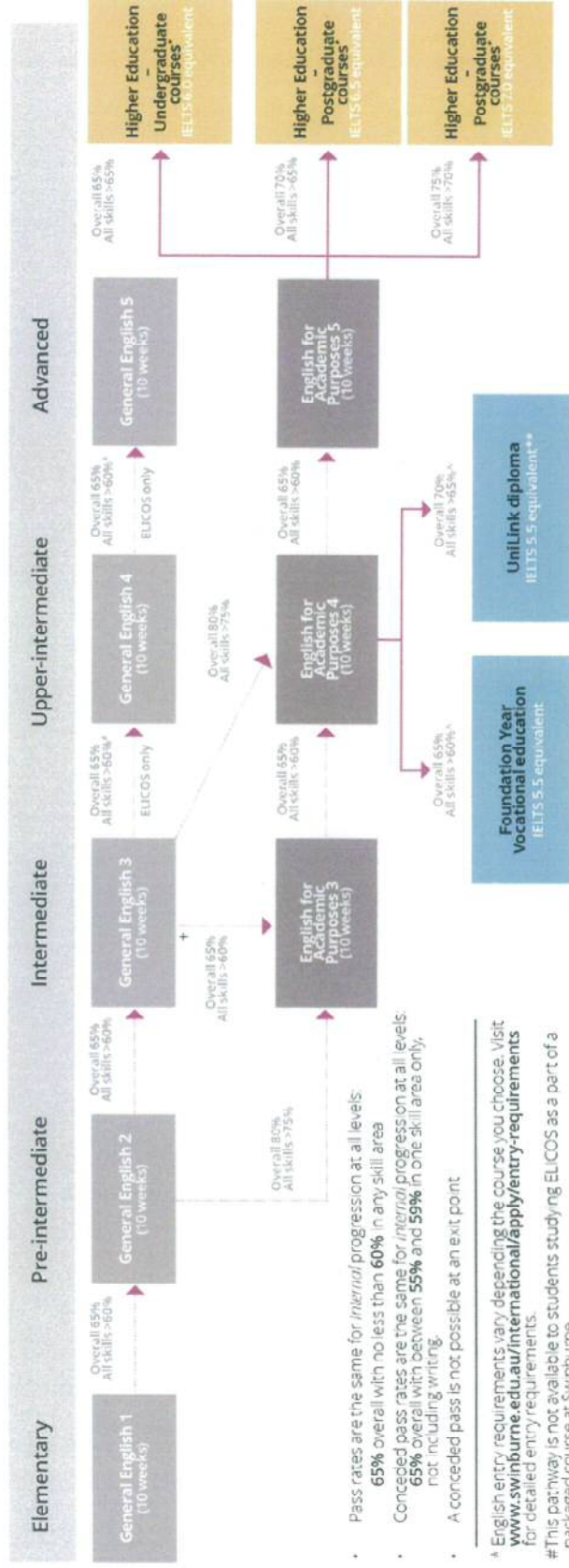
**Course Information Booklet**

**English for Academic Purposes (EAP) Level 3**

# ELICOS progression and exit points

## English language course structure

- ▶ Course entry
- ▶ Pathway opportunity



- Pass rates are the same for *interim* progression at all levels:
  - 65% overall with no less than 60% in any skill area
- Conceded pass rates are the same for *interim* progression at all levels:
  - 65% overall with between 55% and 59% in one skill area only, not including writing.
- A conceded pass is not possible at an exit point

\* English entry requirements vary depending on the course you choose. Visit [www.swinburne.edu.au/international/apply/entry-requirements](http://www.swinburne.edu.au/international/apply/entry-requirements) for detailed entry requirements.  
 # This pathway is not available to students studying ELICOS as a part of a packaged course at Swinburne.  
 ^ All skills requirements not applicable to 12-month Foundation year and Unilink diploma programs.  
 + Offers not to exceed 50 week course duration.  
 ~ Individual pathway exceptions may apply, to be considered on case by case basis.  
 \*\* Effective October 2018

## Welcome to EAP Level 3 Weeks 6 to 10

This course information booklet will explain the aims of the course, your academic assessment and the necessary information to support you in your studies and research.

### Broad Aims

The broad aim of the course is to prepare you for EAP 4 and further academic study by developing skills in the areas of Writing, Grammar, Reading, Listening and Speaking.

### Rationale

This course has been designed to prepare you for study at Swinburne University, Unilink and Pathways and to familiarise you with Australian university methods of instruction.

### Modes of Study

English language study takes place through a combination of classroom delivery and e-learning.

### Content

#### Writing/Grammar

- Plan, outline, write and edit an advantage, disadvantage essay using appropriate language and structures
- Develop grammar and linguistics knowledge to use accurately in all language skills

#### Reading

- Read academic texts for main ideas and specific information
- Use skimming, scanning and inference techniques to better understand academic and non-academic texts
- Develop strategies to expand knowledge and meaning of vocabulary in academic and non-academic texts
- Develop summarizing and paraphrasing techniques

#### Listening

- Listen for main ideas and specific information
- Use a range of listening strategies to aid comprehension
- Use basic note-taking skills

#### Speaking: Weeks 6 - 10 – EAP 3 Project

- Demonstrate ability to interview people and evaluate findings
- Communicate/negotiate ideas with group members using critical thinking
- Use appropriate pronunciation, stress, intonation, cohesive devices and body language

**Assessment Overview**

**Listening**

The exam will contain either 20 or 25 questions, which will contain gap fill, multiple choice or table completion/note taking. These will be based on a video, which may be a lecture, journalism or a short documentary. Students are allowed to watch the video twice.

**Reading**

Students will be given 20-25 questions based on several texts. These will cover a wide variety of science-based topics. Question types range from locating key information to multiple choice, word forms and preposition exercises. Students have 60 minutes to complete this test.

**Writing**

Students are asked to write a 250-300 word essay in 90 minutes on advantages and disadvantages.

**Speaking**

Students are asked to deliver a presentation on the topic of their own research. They are asked to use visual aids to support this. The presentation is intended to be informative and should be delivered clearly, with a focus on verbal communication strategies.

Your progress will be continuously monitored and evaluated using formative and summative assessment tasks in each skill area of Reading, Writing, Speaking, Listening and Study Skills. You will receive ongoing feedback and assistance with your progress when needed.

	%	Assessments	Weighting %
<b>Listening</b>	25	Listening Test – Week 10	100
<b>Reading</b>	25	Reading Test – Week 10	100
<b>Writing</b>	25	Writing Test – Week 10	100
<b>Speaking</b>	25	Project part 2_ Week 10	100

## Student Responsibilities

### Assessment

- You need to satisfactorily complete all required tasks and assessments. Your letter of offer will tell you the entry requirements for your next course
- To progress to EAP 4 you must have completed all the assessment tasks satisfactorily for Weeks 6 – 10. If you missed assessment tasks with no valid reason, you will be required to repeat weeks 6 – 10.
- If you scored very low marks in weeks 6-10 you will also be required to repeat. This will be decided by the Academic Program Manager in consultation with the class teachers.
- For progression to EAP 4 you will require 65% overall with all skills 60% or greater
- If you miss any assessment due to illness, a medical impact statement must be produced within 48 hours of the test in order for Special Considerations to be considered
- If you are absent from a test, you will not receive any marks unless there are special reasons that you can support with original documents (e.g. medical impact statement)

### Conceded Pass – CP

If you do not successfully achieve the level, you *may* be awarded a Conceded Pass (CP) to progress to EAP 4 (only) if:

1. your overall score is 65% but your score for **one skill area only** (*but not for writing*) is less than 60% but no lower than 55%
2. it is approved by the Academic Manager.
3. **The three day rule**. If you would like to apply for special consideration, please remember that you must do this within three days of the assessment.

### At Risk

- If you have not satisfactorily completed all the required tasks, you may be asked to repeat Weeks 1 to 5 in order to consolidate your English Language Skills. You will also receive an At Risk Letter offering you an Academic Progress Plan with academic support through tutorials. You will need to agree and sign the Academic Progress Plan. Please note that you will need to repeat all skills and redo all the assessments.

### Attendance

- You need to attend at least 80% or more classes to satisfactorily complete this level
- You should not make arrangements to leave before the end of your assessment as it may affect your progression to the next level

### Cheating

- You **MUST** not cheat in a test
- You **MUST** not copy work from another student
- You **MUST** not get another student to do your work for you

## Plagiarism

*Plagiarism is the action or practice of taking and submitting or presenting the thoughts, writing or other work of someone else as though it is your own work* (Academic Board 2009).

- All written tasks MUST acknowledge the original source
- Please go to the orientation information tab in Blackboard for a full explanation of Plagiarism with a link to the official Swinburne University Plagiarism Policy

## Concerns

### Academic

- If you have any concerns during your course, you should first talk to your teacher(s) who will discuss the issue with you and hopefully find a solution
- If your teachers are unable to help, they will refer you to the Course Convenor
- Finally, if the Course Convenor is unable to help you, you may be referred to the SUELC Director of Studies

### General

- If you have an academic problem you can see the Course Coordinator, by emailing [Jtebb@swin.edu.au](mailto:Jtebb@swin.edu.au)
- You can also see an International Student Advisor to help you with personal or other problems. To make an appointment call 9214 6741 or email [isa@swin.edu.au](mailto:isa@swin.edu.au).

## Independent Learning Centre (ILC: TD 140) and E-learning

- The Independent Learning Centre provides learning materials and resources for your independent study
- You are required to do a minimum of 5 hours of independent learning per week; this includes a minimum of 1 hour a week on Blackboard
- You can access Blackboard at home or anywhere else you have Internet access
- Tutorials must be attended by students who have been identified at risk and who are part of an Academic Progress Plan

## Source Materials

<Please use Swinburne Harvard Style to reference>

Commonwealth of Australia

*Copyright Act 1968*

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## ENGL85A : Foundations in Academic Literacy I

### General Information

Author(s):	• Joe Faculty
Course Code (CB01)	
Subject:	ENGL
Number:	85A
Course Title (CB02):	Foundations in Academic Literacy I
Department:	English
Proposal Start:	2018S
TOP Code (CB03):	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Priority Code (CB09):	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00):	CCC000529953
Curriculum Committee Approval Date:	05/19/2016
Board of Trustees Approval Date:	06/18/2013
External Review Approval Date:	05/19/2016
Course Description:	At a pre-transfer level, this course focuses on effective critical reading and thinking skills, research strategies, and scholarly composition with proper documentation. Students compose a range of academic writing informed by assigned readings, discussion, and/or research using primarily non-fiction source material.
Submission Rationale:	No value

### Faculty Requirements

Master Discipline Preferred:	• English
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

### Course Development Options

Course Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> <li>• Pass/No Pass</li> <li>• Letter Grade methods</li> </ul>



Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

No value

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

Allow Students To Audit Course

### Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

### Transferability & Gen. Ed. Options

Request for Transferability (CB05)

Not transferable

Transferability Status

Not transferable

### Units and Hours

#### Summary

Minimum Credit Units (CB07)	5	Total Course In-Class (Contact) Hours	90	Total Student Learning Hours	270
Maximum Credit Units (CB06)	5	Total Course Out-of-Class Hours	180	Faculty Load	-

### Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Not Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code(CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	5	10
Lab Hours	-	-
Activity Hours	-	-

### Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	90
Lab	-

Activity	-
<b>Total</b>	<b>90</b>
<b>Course Out-Of-Class Hours</b>	
Lecture	180
Lab	-
Activity	-
<b>Total</b>	<b>180</b>

**Time Commitment Notes for Students**

No value

**Faculty Load**

Extra Duty: -

Faculty Load: -

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

**Requisites**

**Prerequisite**

ENGL84A - Foundations in Acad Lit II

OR ENGL-84E

**Entrance Skills**

Skill	Content Review
No value	No value

## Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

## Specifications

### Methods of Instruction

### Methods of Instruction Rationale

Class Discussion	No value
Small Group Discussion	No value
Lecture	No value
Other	Other - Scaffolding and modeling of writing process and appropriate documentation format
Other	Other - Peer review and/or instructor conferences with students, print or online
Other	Other - Instructor-guided practice activities
Other	Other - Reading activities using library databases or other texts.
Lecture	No value
Multi-media	No value
Other	Other - Use of graphic organizers and handouts
Other	Other - Individual or group exercises from texts or supplemental materials to apply reading strategies
Other	Other - Scaffolding and modeling of textual analysis and summary
Other	Other - Presentation and modeling of different rhetorical modes and appeals
Other	Other - Library tour and classroom presentation to learn about finding various resources for composing a research paper
Other	Other - Peer review and/or instructor conferences with students to revise and edit essays, in-person or online
Other	Other - Computer-assisted instruction
Other	Other - Individual or group exercises from texts or supplemental materials to apply writing strategies
Other	Other - Use of campus resources to improve reading and writing, in-person or online

### Assignments

#### **READING**

(No fewer than 600 pages at the students' instructional level)

1. Assigned reading from texts and sources (primary and secondary)
2. Supplemental readings such as sources for research essay (s) and background information
3. Reference sources for appropriate documentation and writing guidelines (handbook, manual, and/or online sources).

#### **WRITING**

(Extensive practice in writing which includes a minimum of 5,000 graded words of formal writing)

1. Reader-response papers in the form of reaction or reflection writing
2. Multiple drafts of out-of-class academic essays
3. Fully-documented multiple draft research project

#### **OUTSIDE**

1. Complete assigned readings
2. Complete assigned essays and written responses to readings

3. Locate additional readings for assignments or class discussions
4. Utilize library resources

**CRITICAL THINKING**

1. Annotate assigned readings
2. Outline or map assigned readings
3. Evaluate assigned readings, including online sources
4. Practice paraphrasing techniques
5. Summarize assigned readings
6. Write summaries of reading material in the form of journals, online media, and/or brief responses
7. Synthesize the ideas or content of two or more readings using appropriate documentation
8. Write analyses of reading material in the form of journals, online media, and/or brief responses
9. Write evaluation of reading material in the form of journals, online media, and/or brief responses
10. Write syntheses of reading material in the form of journals, online media, and/or brief responses
11. Engage in small group and class discussion
12. Complete individual and/or group projects and/or presentations based on assigned readings
13. Practice techniques for integrating quotations using appropriate documentation
14. Compose drafts of essays with cohesive body paragraphs which include topic sentences and logical, appropriate support
15. Compose essays utilizing rhetorical appeals: logos, ethos, and pathos
16. Participate in peer review activities
17. Compose drafts of essays employing effective introduction and conclusion strategies
18. Create properly formatted Works Cited pages and annotated bibliographies
19. Utilize appropriate reference sources such as handbooks and/or online resources

**Methods of Evaluation**

**Methods of Evaluation Rationale**

Research Projects	No value
Quizzes	No value
Exams/Tests	No value
Written examinations	No value
Portfolios	No value
Other	Other - Reading responses/ journals
Class Work	No value
Other	Other - Rubrics
Other	Other - Student-annotated essay drafts showing revision and editing leading to a final draft.
Home Work	No value
Presentations	No value
Projects	No value
Papers	No value
Other	Other - Evaluation of collaborative activities
Other	Other - Evaluation of individual exercises and completed assignments
Other	Other - Rubrics
Other	Other - Evaluation of written work based on student learning outcomes and other clearly established requirements and objectives--summaries, reading responses
Other	Other - Evaluation of written work based on student learning outcomes and other clearly established requirements and objectives--paragraphs, essays

**Equipment**

No Value

**Textbooks**

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
---------------	--------------	------------------	-------------	-------------

Nazario, Sonia	Enrique's Journey	Random House	2011
Moore, Wes	The Other Wes Moore: One Name, Two Fates	Random House	2011
Faigley, Lester	Backpack Writing	Pearson	2012
Miller, James	The Eater Reader	Longman	2011
Wysocki, Anne and Dennis Lynch	The DK Handbook	Pearson	2014
Kirszner, Laurie and Stephen R. Mandell	Patterns for College Writing: A Rhetorical Reader and Guide	Bedford/St. Martin's	2012
Graff, Gerald and Cathy Birkenstein	They Say, I Say: The Moves That Matter in Academic Writing	Norton	2014
Pollan, Michael	In Defense of Food: An Eater's Manifesto	Penguin	2009
Baldwin, James	Notes of a Native Son	Beacon	1984

#### Other Instructional Materials

Description	Author	Citation
No Value	No Value	No Value

#### Materials Fee

No value

### Learning Outcomes and Objectives

#### Course Objectives

A. Use the reading process, at the pre-transfer level, to access a variety of texts.

A1. Make connections between course readings and prior knowledge.

A2. Utilize inferencing when scanning texts to draw conclusions.

A3. Demonstrate competence in researching background information using, for example, internet searches and library databases.

A4. Annotate a variety of texts to identify thesis, primary support, and other rhetorical features.

A5. Identify authors' claims and primary and secondary support.

B. Evaluate, at the pre-transfer level, primary and secondary sources.

B1. Demonstrate competence accessing and assessing library resources, print and/or online.

B2. Outline assigned source material in order to evaluate texts.

C. Apply, at the pre-transfer level, critical thinking strategies of summary, analysis, evaluation, and synthesis to engage with the ideas of texts.

C1. Summarize a variety of academic texts to make inferences and draw conclusions.

C2. Analyze texts to determine authors' modes of discourse, patterns of organization, and other rhetorical features.

C3. Synthesize the ideas of several academic texts in order to construct original thoughts.

D. Compose, at the pre-transfer level, a range of academic writing assignments, including essays, that demonstrates an understanding of formatting, the writing process, and proper documentation.

D1. Utilize the writing process to compose a range assignments, including academic essays, of varying rhetorical modes appropriate to the assignment and audience.

D2. Summarize, quote, and paraphrase appropriately.

D3. Proofread to ensure grammatical, syntactical, and mechanical correctness.

D4. Follow proper MLA formatting and documentation style for a range of academic sources, such as books, journals, periodicals, and interviews.

## CSLOs

Name	Expected SLO Performance
Use the reading process, at the pre-transfer level, to access a variety of texts.	70.0
Evaluate, at the pre-transfer level, primary and secondary sources.	70.0
Apply, at the pre-transfer level, critical thinking strategies, such as summary, analysis, evaluation, and synthesis, to engage in both the reading and writing process.	70.0
Compose, at the pre-transfer level, a range of academic writing assignments, including essays, that demonstrates an understanding of formatting, the writing process, and proper documentation.	70.0

## Outline

### Course Outline

#### I. Reading

##### A. The Reading Process

##### 1. Prereading strategies

##### a. Predict and scan

##### b. Consider background knowledge

##### 2. Active reading strategies

##### a. Annotation

##### b. Identify author's thesis and primary and secondary support

##### c. Mapping

##### 3. Post-reading strategies

##### a. Recall

##### b. Summarize and respond to texts

#### B. Critical Reading

##### 1. Informative vs. persuasive/argumentative

##### 2. Tone

##### 3. Purpose

##### 4. Figurative language

##### 5. Diction

##### 6. Inference

##### 7. Drawing conclusions

##### 8. Fact vs. Opinion

##### 9. Types of evidence and/or support

#### II. Research

##### A. Locate primary and secondary sources for writing assignments

##### B. Compiling source material

##### 1. Finding quotations

##### 2. Making notecards

##### C. Evaluate reliability, relevance and validity of author's arguments

#### III. Writing

##### A. Apply a variety of techniques to embed and document the ideas of others

##### B. Use source material to enhance and support rather than to replace the student writer's ideas

##### C. Summarize the ideas of others in writing

##### D. Integrate words and ideas of others using quotations

##### E. Construct paraphrases of the ideas of others

##### F. Synthesize the ideas of others in writing

G. Complete writing projects that incorporate research

H. Write properly-formatted, formal and informal writing assignments

1. Introductions and thesis statements

2. Conclusions

3. Body paragraphs

a. Topic sentences

b. Evidence

c. Analysis

d. Unity and cohesion

4. Practice appropriate formatting

I. Works Cited

J. Use the writing process

K. Use prewriting strategies such as concept mapping, outlining, freewriting and interviewing appropriate to assignment

1. Compose multiple drafts

2. Revise for organization, development, word choice, and sentence variety

3. Proofread and edit for grammatical and mechanical correctness so that writing does not interfere with the reader's ability to comprehend the text

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Merced College  
**Course Outline of Record Report**  
 04/10/2019

## HLTH10 : Contemporary Health

### General Information

Author(s):	• Joe Faculty
Course Code (CB01)	
Subject:	HLTH
Number:	10
Course Title (CB02):	Contemporary Health
Department:	Health
Proposal Start:	2018S
TOP Code (CB03):	(0837.00) Health Education
CIP Code:	(31.0501) Health and Physical Education/Fitness, General
SAM Priority Code (CB09):	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00):	CCC000367050
Curriculum Committee Approval Date:	10/03/2013
Board of Trustees Approval Date:	06/19/2007
External Review Approval Date:	10/03/2013
Course Description:	This course surveys the human condition from birth to death. Emphasis is placed on the impact of personal choice throughout life. Mental health, stress, alcohol, drugs, tobacco, disease processes, nutrition, fitness, sexuality, aging, environmental issues, and other related topics are studied and examined. The student is challenged to assume responsibility for his or her own health, well being or life style.
Submission Rationale:	No value

### Faculty Requirements

Master Discipline Preferred:	• Health • Physical Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

### Course Development Options

Course Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	• Pass/No Pass • Letter Grade methods

Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes	Course Prior to College Level (CB21)
	0	Not applicable.
Rationale For Credit By Exam/Challenge	Retake Policy Description	Allow Students To Audit Course
No value	No value	

**Associated Programs**

Course is part of a program (CB24)

Associated Program	Award Type
No value	No value

**Transferability & Gen. Ed. Options**

Request for Transferability (CB05)	Transferability Status
Transferable to both UC and CSU	Pending

CSU-GE Breadth Certification	Categories	Transferability Status	Comparable Course
AREA E: Lifelong Understanding & Self-Development--Integrated Organism	Lifelong Understanding & Self-Development--Integrated Organism	Pending	No Comparable Course defined.

Associate Degree Breadth Requirements	Categories	Transferability Status	Comparable Course
AREA E1: Integrated Organism	Lifelong Understanding & Self-Development: Integrated Organism	Pending	No Comparable Course defined.

**Units and Hours**

**Summary**

Minimum Credit Units (CB07)	3	Total Course In-Class (Contact) Hours	54	Total Student Learning Hours	162
Maximum Credit Units (CB06)	3	Total Course Out-of-Class Hours	108	Faculty Load	-

**Credit / Non-Credit Options**

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non-Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristics**

No value

**Course Classification Code(CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-
Activity Hours	-	-

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Lab	-
Activity	-
<b>Total</b>	54
<b>Course Out-Of-Class Hours</b>	
Lecture	108
Lab	-
Activity	-
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Faculty Load**

Extra Duty: -

Faculty Load: -

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

**Requisites**

**Advisory**

## ENGL85A - Foundations in Academic Litera

OR ENGL-85AC OR ENGL-85E

**Entrance Skills**

Skill	Content Review
No value	No value

**Limitations on Enrollment**

Limitation	Provide Rationale
No value	No value

**Specifications****Methods of Instruction****Methods of Instruction Rationale**

Other

Other - Media presentation equipment including VCR tapes, computer-generated visuals, slide presentations, audio tapes, and DVDs.

Other

Other - Student presentations and assignments

Distance Education

No value

Projects

No value

Other

Other - Discussion Boards

**Assignments****READING**

1. Text
2. Current health periodicals
3. Newspaper articles
4. Research and library materials
5. Internet

**WRITING**

1. Topic paper
2. Essays

**OUTSIDE**

1. Students will do personal inventories on wellness, eating habits, drug use, stress, exercise, etc.
2. Research related issues in the local community
3. Diet Analysis
4. Workout Plan

**CRITICAL THINKING**

1. Compare and contrast life styles that affect health using in class scenarios.
2. Analyze personal health choices using in class scenarios and the use of journals to discuss personal health choices.
3. Identify risk factors that affect one's health using in class scenarios.

**Methods of Evaluation**

Other

Other

Other

Class Participation

**Methods of Evaluation Rationale**

Other - Objective examinations

Other - Essay examinations and quizzes

Other - Written assignments (topic papers, note card reports, essays on current events)

No value

**Equipment**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Hales	An Invitation to Health Merced College Ed	-	2012	

**Other Instructional Materials**

Description	Author	Citation
Library books, periodicals, and databases.		

**Materials Fee**

No value

**Learning Outcomes and Objectives****Course Objectives**

A. Applies to all SLOs.

A1. Analyze the effects of the aging process in regard to the body atrophy, intellectual abilities, and factors that influence life expectancy.

A2. Recognize the relationships between environmental concerns such as pollution and the future health and well being of society and the individual.

A3. Examine relationships, intimate relationships, human sexuality, conception, pregnancy, childbirth and the overall role of social health.

A4. Evaluate stress and the use of stress management techniques.

A5. Evaluate the problems the consumer faces in the area of health care, such as when, where, and how to seek medical services.

A6. Evaluate new information in the field of health including current events, diets, food labels, supplement labels and prescription drugs.

## CSLOs

Name	Expected SLO Performance
Examine the significant determinants of contemporary optimal health.	70.0
Distinguish positive and negative aspects of mental health and its ramifications.	70.0
Construct a personalized physical health program based on nutritional and fitness information.	70.0
Examine the use and effects of medications, drugs, alcohol, and tobacco on health.	70.0
Analyze the prevention and treatment of major diseases.	70.0

## Outline

### Course Outline

#### A. Concepts of health

1. Self-evaluation and assessment of health and personal risk factors.

#### B. Aspects of mental health

1. Determinants of personality (heredity environment)
2. Personal factor affecting health behavior (needs, values, goals, and expectations)
3. Developing sound emotional health
  1. social and biological influences
  2. coping with common problems
  3. types of disorders
4. Solving psychological problems (therapy and recovery)

#### C. The challenge of stress

1. Defining stress
2. Types and sources of stress
3. Stress response patterns--the General Adaptation Syndrome
4. Stress and illness
5. Managing stress and preventing distress

#### D. Physical health and wellness through nutrition and exercise

1. Nutrition
  1. basic nutrients and their functions
  2. basic food groups as sources of nutrients
  3. determination of caloric requirements
  4. sound nutritional programming
  5. nutritional controversy, food fads and myths
2. Diet and weight control
  1. determining optimal body weight by use of fat percentage
  2. relationships of metabolism, physical activity, and caloric consumption
  3. relationship of weight to diseases and life expectancy

4. successful and safe weight control programming
5. dangers of faulty weight changing methods and their effects
3. Physical fitness
  1. definition of physical fitness
  2. physiological and psychological effects of exercise
  3. fitness programs and programming
  4. developing the life fitness program
  5. the value of sleep, rest and rejuvenation
  6. the hazards of exercise and common problems

#### **E. Human sexuality and reproduction**

1. Intimate relationships
2. Characteristics of relationships
3. Marriage
4. Alternatives to marriage
5. Sexuality
  1. sexual development, response, and behaviors
  2. atypical behavior and sexual variations
  3. responsible sexuality
6. Conception and contraception
  1. process of conception
  2. types of contraception
  3. termination of pregnancy
7. Pregnancy, childbirth and parenting
  1. heredity
  2. the prenatal experience
  3. complications of pregnancy
  4. childbirth
  5. family and parental effectiveness

#### **F. Medications and drug use**

1. A society of drug users
2. Sources and types of drugs
3. Drug effects
  1. primary and secondary effects
  2. tolerance and dependence
  3. additions
4. Drug abuse
  1. stimulants (caffeine, amphetamines, etc.)
  2. depressants (tranquilizers, barbiturates)
  3. psychedelics and hallucinogens
  4. narcotics (opium and synthetics)
  5. causes of drug use (information on good decision making)
5. Alcohol use and abuse
  1. history and sources of alcohol
  2. alcohol and society
  3. physiological effects of alcohol
  4. treatment programs for drug addiction
  5. drug abuse and the law
6. Tobacco
  1. why people use tobacco
  2. physiological effects
  3. smoking and illness
  4. effects of smoking on non smokers
  5. kicking the tobacco habit
  - 6.

#### **G. Prevention and treatment of major disease processes**

1. Cardiovascular diseases
  1. structure and function of the cardiovascular system
  2. cardiovascular risk factors
  3. hypertension
  4. atherosclerosis
  5. coronary heart disease
  6. stroke
2. Cancer

1. types of cancer (carcinomas, sarcomas, etc.)
2. detection and diagnosis
3. cancer treatment
4. quackery
5. protection and prevention
3. Accident prevention and trauma
  1. accident-prone personality
  2. types of accidents (auto, work place, home)
  3. lowering the risk factors
4. Infectious diseases
  1. pathogens and other invaders
  2. spread of infectious disease
  3. the immune system, natural and acquired immunity
  4. the common infectious diseases (colds, influenza, TB, hepatitis, etc.)
  5. sexually-transmitted diseases (gonorrhea, herpes simplex, AIDS, etc.)

#### **H. Consumerism**

1. Discovering how and when to use health care resources
2. Getting the maximum benefit from health care
3. Paying for health care
4. Holistic health as an alternative to conventional medicine
5. Health quackery

#### **I. Environmental health**

1. Effects of population on environment
2. Pollution (air, water, visual and noise)
3. The use of nuclear energy
4. Future environmental control

#### **J. Growing older and feeling better**

1. The maturation process
2. Myths about aging
3. Characteristics of aging
4. Differences between quantity of life and quality of life
5. Midlife
6. Senior years

#### **K. Death and dying**

1. Defining death (the final chapter)
2. The role of denial in relation to death
3. The role of drugs as aids to dying
4. Understanding "euthanasia"
5. Appropriate ways of expressing grief
6. The role of the funeral/memorial service
7. Distinguish between the "living will" and a holographic will



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**Distance Education (Course)**

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**1. How do you propose to establish and maintain regular and effective contact with students as required by Title 5, Section 55211 and Merced College AP4105? Specifically identify all of the following that you will use and indicate how you will measure or document the contact. Documentation may be mostly numerical(i.e. number of emails, number of telephone calls, number of chat room conversations, etc. Select from the contact types listed here: Individual Meetings, Orientation at Start of Course, Announcements/Bulletin Boards, Discussion Boards, Alternative Discussion Boards, Email Communication, Telephone Conversations, Voicemail and/or Online Office Hours.**

No value

**2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5.**

No value

**3. Describe how the methods selected will allow students to meet the student learning outcomes of the course.**

No value

**4. Are the methods of assessment for online classes different from those listed on the approved face-to-face course outline? If so, in what ways do they differ? Keep in mind that ALL assessments must meet the requirements of the Course of Record (COR).**

No value

**5. If this course will be a hybrid, describe the hybrid option. Differentiate between what parts of the course will be done face-to-face and what parts will be done online.**

No value

**6. What discussions have taken place within your cohort/discipline in the decision to bring this course into the Distance Education Online format? Please include dates and times of meeting, if available.**

No value

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## KINE03 : Introduction to Athletic Training

### General Information

<b>Author(s):</b>	• Joe Faculty
<b>Course Code (CB01)</b>	
<b>Subject:</b>	KINE
<b>Number:</b>	03
<b>Course Title (CB02):</b>	Introduction to Athletic Training
<b>Department:</b>	Sports Medicine
<b>Proposal Start:</b>	2018S
<b>TOP Code (CB03):</b>	(1228.00) Athletic Training and Sports Medicine
<b>CIP Code:</b>	(51.0913) Athletic Training/Trainer
<b>SAM Priority Code (CB09):</b>	Clearly Occupational
<b>Distance Education Approved:</b>	No
<b>Course Control Number (CB00):</b>	CCC000365010
<b>Curriculum Committee Approval Date:</b>	02/06/2014
<b>Board of Trustees Approval Date:</b>	02/03/2004
<b>External Review Approval Date:</b>	02/06/2014
<b>Course Description:</b>	This is an introductory course in recognition, assessment, management, care and prevention of injuries occurring in physical activities.
<b>Submission Rationale:</b>	No value

### Faculty Requirements

<b>Master Discipline Preferred:</b>	• Physical Education
<b>Alternate Master Discipline Preferred:</b>	No value
<b>Bachelors or Associates Discipline Preferred:</b>	No value
<b>Additional Bachelors or Associates Discipline:</b>	No value

### Course Development Options

<b>Course Basic Skill Status (CB08)</b>	<b>Course Special Class Status (CB13)</b>	<b>Grade Options</b>
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> <li>• Pass/No Pass</li> <li>• Letter Grade methods</li> </ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b>	<b>Course Prior to College Level (CB21)</b>
	0	

No value

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

No value

Allow Students To Audit Course

**Associated Programs**

Course is part of a program (CB24)

**Associated Program**

**Award Type**

Physical Education (AA)

A.A. Degree

**Transferability & Gen. Ed. Options**

**Request for Transferability (CB05)**

Transferable to both UC and CSU

**Transferability Status**

Pending

**Associate Degree Breadth Requirements**

AREA E1: Integrated Organism

**Categories**

Lifelong  
Understanding &  
Self-Development:  
Integrated  
Organism

**Transferability  
Status**

Pending

**Comparable Course**

No Comparable Course defined.

**Units and Hours**

**Summary**

<b>Minimum Credit Units (CB07)</b>	3	<b>Total Course In-Class (Contact Hours)</b>	90	<b>Total Student Learning Hours</b>	162
<b>Maximum Credit Units (CB06)</b>	3	<b>Total Course Out-of-Class Hours</b>	72	<b>Faculty Load</b>	-

**Credit / Non-Credit Options**

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non-Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristics**

No value

**Course Classification Code(CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Lab Hours	3	-
Activity Hours	-	-

### Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	36
Lab	54
Activity	-
<b>Total</b>	<b>90</b>
<b>Course Out-Of-Class Hours</b>	
Lecture	72
Lab	-
Activity	-
<b>Total</b>	<b>72</b>

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duty: -

Faculty Load: -

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

### Requisites

#### Advisory

ENGL85A - Foundations in Academic Litera

OR ENGL-85AC OR ENGL-85E

## Entrance Skills

Skill	Content Review
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No value	No value
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## Limitations on Enrollment

Limitation	Provide Rationale
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No value	No value
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## Specifications

Methods of Instruction	Methods of Instruction Rationale
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Lecture	No value
Lab	No value
Other	Other - PowerPoint presentations
Other	Other - Models
Other	Other - Handouts
Other	Other - Clinical Observations (optional)
Demonstration	No value
Multi-media	No value
Class Discussion	No value

### Assignments

#### READING

1. Text Book 2. Handouts

#### WRITING

1. Anatomy Projects  
2. Injury Assessments  
3. Reactive Paragraphs

#### OUTSIDE

1. Reading Assignments  
2. Writing Assignments  
3. Textbook assignments  
4. Library and internet research for completion of reactive paragraphs.  
5. Observation of athletic training practices.

#### CRITICAL THINKING

1. Differentiate individual roles of the sports medicine team.  
2. Understand and utilize the assessment process for injury evaluation  
3. Compare and contrast athletic training practice on field and in the clinical setting

**Methods of Evaluation**

Other  
 Class Participation  
 Other  
 Other  
 Other  
 Other  
 Other  
 Quizzes  
 Home Work

**Methods of Evaluation Rationale**

Other - Objective examinations  
 No value  
 Other - Class discussion  
 Other - Laboratory practical examinations  
 Other - Injury assessment  
 Other - Anatomy projects  
 Other - Reactive paragraph  
 No value  
 No value

**Equipment**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Prentice, E. William	Essentials of Athletic Injury Management	McGraw Hill	2013	

**Other Instructional Materials**

Description	Author	Citation
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Library Resources		Library books, periodicals, and databases.
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**Materials Fee**

No value

**Learning Outcomes and Objectives****Course Objectives**

No value

**CSLOs**

Name	Expected SLO Performance
Discuss professional development and responsibilities within the sports medicine field.	70.0
Demonstrate practical skills concerning risk management and the prevention of sports injuries.	70.0

Name	Expected SLO Performance
Differentiate mechanisms and characteristics of specific sports injury conditions.	70.0
Assess on-the-field acute injuries and off-the-field sports injuries.	70.0

## Outline

### Course Outline

#### I. The Sports Medicine Team and Their Roles

- a. The Sports Medicine Team
- b. The Athletic Trainer
- c. Responsibilities of the Team Physician
- d. The Coach
- e. Recognition and Accreditation of the Athletic Trainer as an Allied Health Professional
- f. Requirements for Certification as an Athletic Trainer

#### II. Legal Concerns

- a. Legal Concerns of the Coach and Athletic Trainer

#### III. Training and Conditioning Techniques

- a. The Relationship Between Athletic Trainers and Strength and Conditioning Coaches
- b. Periodization in Training and Conditioning
- c. Principles of Conditioning
- d. Warm-Up and Cool-Down
- e. Improving and Maintaining Flexibility
- f. The Importance of Muscular Strength, Endurance, and Power
- g. Cardiorespiratory Endurance

#### IV. Environmental Considerations

- a. Hyperthermia
- b. Hypothermia
- c. Altitude

#### V. Mechanisms and Characteristics of Sports Trauma

- a. Mechanical Injury
- b. Soft-Tissue Trauma
- c. Skin Injuries
- d. Skeletal Muscle Injuries
- e. Skeletal Trauma

#### VI. Tissue Response to Injury

- a. The Inflammation Response
- b. Soft-Tissue Healing
- c. Fracture Healing

#### VII. Psychosocial Intervention for Sports Injuries and Illnesses

- a. Sport as a Stressor
- b. Psychological Reactions to Injury
- c. Sociological Response to Injury
- d. Overtraining
- e. Reacting to Athletes with Injuries

#### VIII. On-the-Field Acute Care and Emergency Procedures

- a. The Emergency Plan
- b. Principles of On-the-Field Injury Assessment
- c. The Primary Survey
- d. The Secondary Survey

#### IX. Off-the-Field Injury Evaluation

- a. Evaluation of Sports Injuries
- b. Injury Evaluation versus Diagnosis
- c. Basic Knowledge Requirements
- d. The Off-the-Field Injury Evaluation Process

#### X. The Foot

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XI. The Ankle and Lower Leg

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XII. The Knee and Related Structures

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XIII. The Thigh, Hip, Groin, and Pelvis

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XIV. The Shoulder Complex

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XV. The Elbow

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XVI. The Forearm, Wrist, Hand, and Fingers

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XVII. The Spine

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

#### XVIII. The Thorax and Abdomen

- a. Functional Anatomy and Biomechanics
- b. Assessment
- c. Recognition of Specific Injuries

### Lab Outline

#### I. Bandaging and taping techniques

- a. Common types of bandages used in sports medicine.
- b. Injury protection
- c. Different types of tapes used in sports injury management.
- d. Common taping procedures

#### II. Pre and Post workout flexibility programs

- a. Static
- b. Ballistic
- c. Dynamic
- d. Proprioceptive Neuromuscular Facilitation Stretch

#### III. Splinting and bracing



- a. Common splints used for protection of fractures and sprains.
  - b. Utilizing commercial and fabricated slings.
  - c. Usage of crutches
-



## KINE24 : Work Experience in Kinesiology

### General Information

<b>Author(s):</b>	• Joe Faculty
<b>Course Code (CB01)</b>	
<b>Subject:</b>	KINE
<b>Number:</b>	24
<b>Course Title (CB02):</b>	Work Experience in Kinesiology
<b>Department:</b>	Athletics Instruction
<b>Proposal Start:</b>	2018S
<b>TOP Code (CB03):</b>	(0835.20) Fitness Trainer
<b>CIP Code:</b>	(31.0507) Physical Fitness Technician
<b>SAM Priority Code (CB09):</b>	Clearly Occupational
<b>Distance Education Approved:</b>	No
<b>Course Control Number (CB00):</b>	-
<b>Curriculum Committee Approval Date:</b>	11/17/2016
<b>Board of Trustees Approval Date:</b>	Pending
<b>External Review Approval Date:</b>	Pending
<b>Course Description:</b>	This course enables students to earn college credit for learning or improving skills or knowledge on-the-job. Occupational Work Experience is discipline specific and must connect to the student's major or occupational goal(s). Seventy-five (75) hours of documented paid work experience equals 1 unit of credit. Sixty (60) hours of documented volunteer experience equals 1 unit of credit. A student may enroll in up to 16 total units of work experience at Merced College. Students must have an established work site prior to enrolling in the course.
<b>Submission Rationale:</b>	Import File

### Faculty Requirements

<b>Master Discipline Preferred:</b>	• Work Experience Instructors or Coordinators
<b>Alternate Master Discipline Preferred:</b>	No value
<b>Bachelors or Associates Discipline Preferred:</b>	No value
<b>Additional Bachelors or Associates Discipline:</b>	No value

### Course Development Options

<b>Course Basic Skill Status (CB08)</b>	<b>Course Special Class Status (CB13)</b>	<b>Grade Options</b>
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> <li>• Pass/No Pass</li> <li>• Letter Grade methods</li> </ul>

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

3

Course Prior to College Level (CB21)

No value

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Work Experience

Allow Students To Audit Course

### Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

### Transferability & Gen. Ed. Options

Request for Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

### Units and Hours

#### Summary

<b>Minimum Credit Units (CB07)</b>	1	<b>Total Course In-Class (Contact) Hours</b>	-	<b>Total Student Learning Hours</b>	-
<b>Maximum Credit Units (CB06)</b>	8	<b>Total Course Out-of-Class Hours</b>	-	<b>Faculty Load</b>	-

### Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code(CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	-	-
Activity Hours	-	-

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	-
Lab	-

Activity	-
<b>Total</b>	-
<b>Course Out-Of-Class Hours</b>	
Lecture	-
Lab	-
Activity	-
<b>Total</b>	-

**Time Commitment Notes for Students**

Students earn 1 units of credit for each 60 hours volunteered or 75 hours paid work experience. Students may earn 1-8 units. The minimum hours for the course are 60, and the max hours are 600.

**Faculty Load**

Extra Duty: -

Faculty Load: -

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

**Requisites**

**Advisory**

ENGL85A - Foundations in Academic Literacy I  
or ENGL-85AC or ENGL-85E

**Entrance Skills**

Skill	Content Review
No value	No value

## Limitations on Enrollment

Limitation	Provide Rationale
------------	-------------------

No value	No value
----------	----------

## Specifications

Methods of Instruction	Methods of Instruction Rationale
------------------------	----------------------------------

Work Experience	No value
-----------------	----------

### Assignments

#### Reading

Merced College Work Experience Handbook.

Any reading necessary for successful completion of learning objectives.

#### Writing

Work Experience Application

Training Agreement.

Any writing necessary for successful completion of learning objectives.

Written assignment connected to learning objectives as agreed upon by instructor and student.

#### Outside

Hours completed at job site (1 unit = 75 hours paid or 60 hours volunteer work experience)

Critical Thinking Assignments:

1. Identification of job-related skills for developing learning objectives.
2. Analysis of performance through the self-evaluation process.
3. Identification of resources needed to complete learning objectives.

Methods of Evaluation	Methods of Evaluation Rationale
-----------------------	---------------------------------

Research Projects	No value
-------------------	----------

Oral Presentation	No value
-------------------	----------

Group Projects	No value
----------------	----------

Written examinations	No value
----------------------	----------

Other	Other - Participation and completion of required documentation for the course.
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Other	Other - Workplace supervisor's assessment of the student's progress on approved learning objectives.
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### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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No Value

No Value

No Value

No Value

No Value

### Other Instructional Materials

Description

Author

Citation

Merced College Work Experience Handbook

Work Experience in Kinesiology

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Upon satisfactory completion of the course, students will be able to: A. Develop one college-level work objective for each unit of credit. B. Identify learning processes required in order to successfully complete each identified learning objective. C. Identify any necessary resources for successful completion of each learning objective. D. Integrate learning objectives into work experience while adhering to course and work standards. E. Analyze individual progress toward learning objectives.

### CSLOs

Name	Expected SLO Performance
A. Demonstrate effective oral and written communication skills through the formulation of learning objectives.	70.0
B. Consider specific learning processes required for each learning objective.	70.0
C. Appraise interests, values, skills, and abilities to identify college-level learning objectives.	70.0
D. Assess effectiveness of the learning process through the self-evaluation process.	70.0

## Outline

### Course Outline

The primary focus of the course is in the individualized college-level learning objectives developed collaboratively between the professor, work-place supervisor, and the student. Students must develop 1 objective for unit of credit attempted.

#### Additional Topics:

- A. Academic focus of work experience
- B. Definition of College Level
- C. Types of Work Experience
  - 1. General
  - 2. Occupational
- D. Rationale for awarding units
- E. Assignments
- F. Meetings with the professor

G. Employer evaluation

H. Identifying and drafting learning objectives

I. The work experience learning process

J. Verifying hours worked

K. Self-evaluation concerning the student's progress on learning objectives

Hours spent on the topic: 0

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Merced College

# Course Outline of Record Report

05/07/2019

## KINE33 : Weight Training

### General Information

Author(s):	• Joe Faculty
Course Code (CB01)	
Subject:	KINE
Number:	33
Course Title (CB02):	Weight Training
Department:	Physical Education
Proposal Start:	2018S
TOP Code (CB03):	(0835.00) Physical Education
CIP Code:	(31.0501) Health and Physical Education/Fitness, General
SAM Priority Code (CB09):	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00):	CCC000553180
Curriculum Committee Approval Date:	02/06/2014
Board of Trustees Approval Date:	02/07/2006
External Review Approval Date:	02/06/2014
Course Description:	An open laboratory experience for those people who desire an individualized strength program using a combination of exercise machines and free weights. This class is designed specifically to improve strength. The class is suited for athletes and men and women of all age groups who are interested in muscle toning and muscle building.
Submission Rationale:	No value

### Faculty Requirements

Master Discipline Preferred:	• Physical Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

### Course Development Options

Course Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"><li>• Pass/No Pass</li><li>• Letter Grade methods</li></ul>



Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

Course Prior to College Level (CB21)

0

No value

Rationale For Credit By Exam/Challenge

Retake Policy Description

Allow Students To Audit Course

No value

No value

### Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Kinesiology (AAT)

A.A. Degree for Transfer

Kinesiology (AAT)

A.A. Degree for Transfer

### Transferability & Gen. Ed. Options

Request for Transferability (CB05)

Transferability Status

Transferable to both UC and CSU

Pending

Associate Degree Breadth Requirements

Categories

Transferability Status

Comparable Course

AREA E2: Activity

Lifelong Understanding & Self-Development: Activity

Pending

No Comparable Course defined.

### Units and Hours

#### Summary

Minimum Credit Units (CB07)

1

Total Course In-Class (Contact) Hours

54

Total Student Learning Hours

54

Maximum Credit Units (CB06)

1

Total Course Out-of-Class Hours

-

Faculty Load

-

#### Credit / Non-Credit Options

Course Credit Status (CB04)

Course Non-Credit Category (CB22)

Non-Credit Characteristics

Credit - Degree Applicable

Credit Course.

No value

Course Classification Code(CB11)

Funding Agency Category (CB23)

Cooperative Work Experience Education Status (CB10)

Credit Course.

Not Applicable.

Variable Credit Course

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	3	-
Activity Hours	-	-

**Course Student Hours**

Course Duration (Weeks)	18
Hours per unit divisor	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	-
Lab	54
Activity	-
<b>Total</b>	<b>54</b>
<b>Course Out-Of-Class Hours</b>	
Lecture	-
Lab	-
Activity	-
<b>Total</b>	<b>-</b>

**Time Commitment Notes for Students**

No value

**Faculty Load**

Extra Duty: -

Faculty Load: -

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

**Requisites**

**Advisory**

Good general health; absence of medical conditions that would prevent planned physical activity.

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## Entrance Skills

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Skill	Content Review
-------	----------------

No value	No value
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## Limitations on Enrollment

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Limitation	Provide Rationale
------------	-------------------

No value	No value
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## Specifications

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Methods of Instruction	Methods of Instruction Rationale
------------------------	----------------------------------

Other	Other - Orientation lecture
Demonstration	No value
Other	Other - Video Tapes/DVD
Other	Other - Individual guidance

### Assignments

#### READING

1. Handouts.
2. Library or internet
3. Textbook

#### WRITING

1. Recording workouts
2. Reaction paper
3. Journal

#### OUTSIDE

1. Library or internet readings.
2. Journal
3. Reaction paper

#### CRITICAL THINKING

1. Create a realistic workout schedule based on preliminary testing.
2. Analyze and determine workloads and repetitions of specific exercises.
3. Students will determine proper training intensity.
4. Apply reading material to individual exercise program.

Methods of Evaluation	Methods of Evaluation Rationale
-----------------------	---------------------------------

Other	Other - Active participation
Other	Other - Proper record keeping

Other  
Other

Other - Measurement of strength improvement of various lifts  
Other - Journal and written reaction paper.

### Equipment

Personal Journals to Chart Performance

### Textbooks

Author	Title	Publisher	Date	ISBN
Thomas R. Baechle, Roger W. Earle	Weight Training 4th Edition eBook	Human Kinetics	2012	

### Other Instructional Materials

Description	Author	Citation
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Library Resources

Library books, periodicals, and databases.

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Name	Expected SLO Performance
Develop strength increases.	70.0
Perform specific lifting exercises	70.0
Examine major muscle groups and exercises to work these muscles.	70.0
Analyze sets and repetitions of exercises in developing strength	70.0
Choose stretching and warm up exercises.	70.0

## Outline

## Course Outline

No value

## Lab Outline

### I. Orientation

- A. Dress
- B. Locker Room Procedures
- C. Rules
- D. Grading
- E. Record Keeping
- F. Objectives
- G. Journal
- H. Reaction paper

### II. Techniques

- A. Proper Lifting Methods
- B. Using Spotters
- C. Removing and Replacement of Weights

### III. Strength Exercises

- A. Shoulders
  - 1. Behind neck press
  - 2. Military press
  - 3. Lat-pull
  - 4. Shoulder shrug
- B. Chest
  - 1. Bench press
  - 2. Wide arms
  - 3. Incline bench press
- C. Back
  - 1. Dead lift
  - 2. Good morning exercise
  - 3. Bent-over rowing
- D. Waist
  - 1. Sit-ups
  - 2. Double leg raise
  - 3. Side lift
- E. Legs
  - 1. Leg press
  - 2. Leg curl
  - 3. Calf raises
  - 4. Squat
  - 5. Leg flex extension
- F. Arms
  - 1. Arm curls
  - 2. French curls
  - 3. Wrist curls

### IV. Training Methods

- A. Sets
- B. Repetitions
- C. Intensity Levels
- D. Warm Up and Warm down
- E. Strength vs. Endurance Training

### V. Flexibility

- A. Types of stretches
- B. Methods of Stretching

### VI. Creating Workouts

- A. Sport specific lifts
- B. Sequence of training
- C. Setting goals



Merced College

# Course Outline of Record Report

05/07/2019

## MATH10 : Elementary Statistics

### General Information

Author(s):	<ul style="list-style-type: none"><li>Gabriela Garcia</li></ul>
Course Code (CB01)	
Subject:	MATH
Number:	10
Course Title (CB02):	Elementary Statistics
Department:	Mathematics
Proposal Start:	2018F
TOP Code (CB03):	(1701.00) Mathematics, General
CIP Code:	(27.0101) Mathematics, General
SAM Priority Code (CB09):	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00):	CCC000377048
Curriculum Committee Approval Date:	11/02/2017
Board of Trustees Approval Date:	04/20/2010
External Review Approval Date:	04/04/2010
Course Description:	This course covers descriptive statistics, including organization and presentation of data; elementary probability including permutations, combinations, binomial and normal distributions; inferential statistics including random sampling, hypothesis testing, regression, and correlation and chi-square distribution.
Submission Rationale:	Import error - correcting SLOs. No value

### Faculty Requirements

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Mathematics</li></ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

### Course Development Options

Course Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"><li>Pass/No Pass</li><li>Letter Grade methods</li></ul>

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes  
0

Course Prior to College Level (CB21)  
Not applicable.

Rationale For Credit By Exam/Challenge  
No value

Retake Policy Description  
No value

Allow Students To Audit Course

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## Associated Programs

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Course is part of a program (CB24)

Associated Program

Award Type

Accounting

A.A. Degree

Accounting (AA)

A.A. Degree

Agriculture Business (AST)

A.S. Degree for Transfer

Anthropology (AAT)

A.A. Degree for Transfer

Business Administration (AST)

A.S. Degree for Transfer

Management Information Systems (AS)

A.S. Degree

Administration of Justice (AST)

A.S. Degree for Transfer

Economics (AAT)

A.A. Degree for Transfer

Nutrition and Dietetics (AST)

A.S. Degree for Transfer

Geography (AAT)

A.A. Degree for Transfer

Marketing (AS)

A.S. Degree

Marketing (CT)

Certificate of Achievement (18+ units)

Mathematics (AST)	A.S. Degree for Transfer
Psychology (AA)	A.A. Degree
Psychology (AAT)	A.A. Degree for Transfer
Sociology (AAT)	A.A. Degree for Transfer
Biology (AST)	A.S. Degree for Transfer
Kinesiology (AAT)	A.A. Degree for Transfer
Intersegmental General Education Transfer Curriculum (IGETC) (CT)	Certificate of Completion
Kinesiology (AAT)	A.A. Degree for Transfer
Psychology (AA)	A.A. Degree
Political Science	A.A. Degree for Transfer

### Transferability & Gen. Ed. Options

#### Request for Transferability (CB05)

Transferable to both UC and CSU

#### Transferability Status

Pending

#### Associate Degree Breadth Requirements

AREA A2: Communication and Analytical Thinking

#### Categories

Language & Rationality: Communication and Analytical Thinking

#### Transferability Status

Pending

#### Comparable Course

No Comparable Course defined.

#### CSU-GE Breadth Certification

#### Categories

#### Transferability Status

#### Comparable Course



AREA B4: Mathematics/Quantitative Reasoning

Mathematics/Quantitative Reasoning Pending

No Comparable Course defined.

**IGETC**

**Categories**

**Transferability Status**

**Comparable Course**

AREA 2: Mathematical Concepts and Quantitative Reasoning [AP accepted]

Mathematical Concepts and Quantitative Reasoning

Pending

No Comparable Course defined.

**Units and Hours**

**Summary**

<b>Minimum Credit Units (CB07)</b>	3	<b>Total Course In-Class (Contact Hours)</b>	54	<b>Total Student Learning Hours</b>	162
<b>Maximum Credit Units (CB06)</b>	3	<b>Total Course Out-of-Class Hours</b>	108	<b>Faculty Load</b>	-

**Credit / Non-Credit Options**

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non-Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristics**

No value

**Course Classification Code (CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-
Activity Hours	-	-

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Lab	-
Activity	-
<b>Total</b>	54
<b>Course Out-Of-Class Hours</b>	
Lecture	108
Lab	-
Activity	-
<b>Total</b>	108

## Time Commitment Notes for Students

No value

## Faculty Load

Extra Duty: -

Faculty Load: -

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

## Requisites

### Advisory

ENGL85A - Foundations in Academic Litera

OR ENGL-85AC OR ENGL-85E

### AND

### Prerequisite

MATHC - Intermediate Algebra

OR MATH-61 OR MATH-62 OR MATH-88

## Entrance Skills

Skill	Content Review
No value	No value

## Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

## Specifications

### Methods of Instruction

Lecture  
Class Discussion  
Other  
Distance Education

### Methods of Instruction Rationale

No value  
No value  
Other - Computer assignments  
No value

### Assignments

#### READING

1. Assignments will be given from the text.
2. Selected readings relating to applications

#### WRITING

1. Problem sets (homework).

#### OUTSIDE

Learning Activities Required Outside of Class:

1. Computer problem sets (homework)
2. Survey/research applications
3. Assigned reading in textbook and other
4. Assigned homework
5. Review reading assignments, homework assignments, and tests

#### CRITICAL THINKING

1. All homework assignments and tests will require the student to analyze and solve problems in an efficient manner. The assigned homework problems will require the student to have a knowledge and comprehension of the subject matter covered in the readings and lecture materials. Solving the problems will require the student to:
  2. Understand the problem (i.e., read carefully and determine what is being asked).
  3. Devise a plan to solve the problem (i.e., decide what methods are available to obtain the solution).
  4. Carry out the plan to solve the problem (i.e., do the necessary computations to obtain the solution and check).
  5. Look back at the completed solution to review and discuss it (i.e., reread the problem to make sure that all questions have been answered and that the solution obtained is reasonable).

### Methods of Evaluation

Written examinations  
Other  
Other  
Quizzes  
Other  
Other

### Methods of Evaluation Rationale

No value  
Other - Comprehensive final examination  
Other - Problem sets (homework)  
No value  
Other - Computer problem sets  
Other - Survey/research project(s)

### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
Triola, M	Elementary Statistics	Addison-Wesley	2010	

## Other Instructional Materials

### Description

### Author

### Citation

Recommended: Graphing Calculator (TI-83+/84+)

Elementary Statistics

Required: Scientific Calculator

Elementary Statistics

### Materials Fee

No value

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## Learning Outcomes and Objectives

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### Course Objectives

A. Use descriptive statistics to organize, summarize, and analyze data.

A1. Organize and present data in both tabular and graphical formats.

A2. Compute and interpret the measures of central tendency, variation, position, and existence and effect outliers.

B. Identify and calculate a variety of probabilities using the appropriate techniques.

B1. Apply basic counting techniques including permutations and combinations.

B2. Calculate probabilities using basic probability rules and properties including the Addition rule and Multiplication rule.

C. Use a common data distributions to solve for probabilities.

C1. Recognize discrete probability distributions, including the binomial distribution.

C2. Select the appropriate distribution and calculate and interpret the results.

C3. Evaluate data using the normal distribution and the Central Limit Theorem.

D. Use inferential statistics to make and support claims about data populations.

D1. Utilize and identify valid sampling techniques.

D2. Estimate statistics using confidence intervals.

D3. Test the validity of a claim using hypothesis testing.

D4. Analyze contingency tables using chi-square.

D5. Analyze paired data (Regression, Correlation, and ANOVA).

E. Apply statistical methods.

E1. Assess the importance and use of statistics.

E2. Make appropriate use of calculators and computers to compute various statistical measures and execute/analyze various statistical programs/procedures.

E3. Solve a variety of word problems and applications using the above skills.

#### CSLOs

Name	Expected SLO Performance
Summarize data graphically and numerically.	70.0
Calculate probabilities using basic formulas and common probability distributions.	70.0
Support claims about populations using inferential statistics.	70.0
Apply statistical methods with the aid of technology.	70.0

#### Outline

##### Course Outline

##### I. Summarizing Data

1. Stern-and-leaf plots
2. Frequency distributions
3. Graphical presentations

Hours spent on the topic: 6

## II. Statistical Descriptions

1. Samples and populations
2. Measures of location
  1. mean
  2. weighted mean
  3. median and other fractals
  4. mode
3. Measures of variation
  1. range
  2. standard deviation
4. Applications of the standard deviation
5. Description of grouped data

Hours spent on the topic: 8

## III. Possibilities and Probabilities

1. Counting
  1. permutations
  2. combinations
2. Probability
3. Mathematical Expectation

Hours spent on the topic: 3

## IV. Rules of Probability

1. Sample space and events
2. Basic rules
3. Probabilities and odds
4. Further rules
  1. addition
  2. multiplication
5. Conditional probability
6. Independent events
7. Bayes' Theorem

Hours spent on the topic: 6

## V. Discrete Probability Distributions

Hours spent on the topic: 3

## VI. Normal Probability Distributions

Hours spent on the topic: 8

## VII. Sampling

1. Random sampling
2. Sampling Distributions
3. Standard Error of the mean
4. Central limit Theorem

Hours spent on the topic: 3

## VIII. Estimation

1. Estimates of means and proportions
2. Confidence intervals

Hours spent on the topic: 3

## IX. Hypothesis Testing

1. Mean(s)
2. Proportions
3. Analysis of Variance
4. Chi-square distribution

Hours spent on the topic: 8

## X. Regression and Correlation

1. Linear Regression
2. Correlation coefficient

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## Distance Education (Course)

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**1. How do you propose to establish and maintain regular and effective contact with students as required by Title 5, Section 55211 and Merced College AP4105? Specifically identify all of the following that you will use and indicate how you will measure or document the contact. Documentation may be mostly numerical (i.e. number of emails, number of telephone calls, number of chat room conversations, etc. Select from the contact types listed here: Individual Meetings, Orientation at Start of Course, Announcements/Bulletin Boards, Discussion Boards, Alternative Discussion Boards, Email Communication, Telephone Conversations, Voicemail and/or Online Office Hours.**

1. Students can meet individually with the instructor by making an appointment to meet with the instructor either face-to-face or through the use of technology.
  2. Instructor will initiate first contact with students by sending a welcome letter via email that explains how to access the course, points out the start date and time, and presents information in regards to the structure of the course.
  3. Announcements will be posted to remind students of upcoming assignment and other important information.
  4. Discussion Boards – Instructor may use and participate in discussion boards to meet student learning outcomes and promote peer to peer engagement.
  5. Alternative Discussion Methods – Other methods of discussions, such as VoiceThread may be used to meet student learning outcomes and promote peer to peer engagement; student engagement must be tracked if the alternative discussion method is outside of the College LMS.
  5. Email Communication – Emails sent to the instructor from students will be responded to in a timely manner M-F.
  6. Telephone Conversations – All phone conversations initiated by the instructor to the student will utilize the student's phone number of record. All phone calls initiated by the student to the instructor will be returned/answered in a timely manner M-F. The instructor's office phone number is required to be listed on the course syllabus.
  7. Voice Mail – Voice Mail from the instructor's office phone may be used by the instructor and/or the student. All voice mail initiated by the student to the instructor will be returned/answered in a timely manner M-F.
  8. Online Office Hours – Faculty may schedule online office hours as needed. Virtual office hours will be held at the discretion of the instructor and may be reflected in the syllabus as to possible time and day/or by appointment.
- All contacts between instructor and students will be recorded to ensure regular and effective contact hours.

**2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5.**

The numerous options and contacts selected are to provide accessibility support and contact for students with the instructor. Access to this DE course resources and materials include video and text components delivered via existing and emerging technologies. Some of these elements are not limited to and include regular effective contact between instructor and students, through discussion boards, multi-media presentations, feedback, grading, group or individual meetings, orientation, telephone contact, e-mail, or other activities.

**3. Describe how the methods selected will allow students to meet the student learning outcomes of the course.**

Through frequent feedback, monitoring of students work, and course information provided online, instructors will give students the best chance to meet the student learning outcomes by the end of the semester.

**4. Are the methods of assessment for online classes different from those listed on the approved face-to-face course outline? If so, in what ways do they differ? Keep in mind that ALL assessments must meet the requirements of the Course of Record (COR).**

Since this is a DE course all material and assessments will be completed online, except for midterm(s) and final exam. The latter assessments will need to be completed on campus.

The content of this is the same as face-to-face precalculus courses. The only difference is the way students are provided with information.

**5. If this course will be a hybrid, describe the hybrid option. Differentiate between what parts of the course will be done face-to-face and what parts will be done online.**

This course will be offered as a hybrid since there will be a few occasions when students will need to be on campus. The events on campus are all mandatory. These include an orientation, midterm(s), and a final exam. All other aspects of the course which affect students grades will be completed online.

**6. What discussions have taken place within your cohort/discipline in the decision to bring this course into the Distance Education Online format? Please include dates and times of meeting, if available.**

Ongoing meetings with the math department faculty, the AREA Dean, and the DE committee, have taken place to bring this course into the Distance Education Online format. These meetings provide opportunities for instructor support and collaboration.





Merced College

# Course Outline of Record Report

04/09/2019

## PSYC01A : Introduction to Psychology

### General Information

Author(s):	• Joe Faculty
Course Code (CB01)	
Subject:	PSYC
Number:	01A
Course Title (CB02):	Introduction to Psychology
Department:	Psychology
Proposal Start:	2018S
TOP Code (CB03):	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General
SAM Priority Code (CB09):	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00):	CCC000367226
Curriculum Committee Approval Date:	09/15/2016
Board of Trustees Approval Date:	02/03/2009
External Review Approval Date:	09/15/2016
Course Description:	Psychology-01A is a survey course designed to provide an introduction to the facts and theories underlying human behavior. Special emphasis is given to the following topics: schools of psychology, physiological factors, sensation, perception, motivation, learning, thinking, emotion, abnormal behavior, personality, heredity, environment and social factors.
Submission Rationale:	C-ID: PSY 110 No value

### Faculty Requirements

Master Discipline Preferred:	• Counseling • Psychology • Sociology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

### Course Development Options

Course Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	• Pass/No Pass

- Letter Grade methods

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes  
0

Course Prior to College Level (CB21)  
Not applicable.

Rationale For Credit By Exam/Challenge  
No value

Retake Policy Description  
No value

Allow Students To Audit Course

### Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type
Administration of Justice (AST)	A.S. Degree for Transfer
Nutrition and Dietetics (AST)	A.S. Degree for Transfer
Human Services (AA)	A.A. Degree
Human Services (CT)	Certificate of Achievement (18+ units)
Nursing, Registered (AS)	A.S. Degree
Psychology (AA)	A.A. Degree
Psychology (AAT)	A.A. Degree for Transfer
Sociology (AAT)	A.A. Degree for Transfer
Social and Behavioral Science (AA)	A.A. Degree
Communication Studies (AAT)	A.A. Degree for Transfer
Nursing, Registered (AS)	A.S. Degree

Intersegmental General Education Transfer Curriculum (IGETC) (CT)      Certificate of Completion

Nursing, Registered (AS)      A.S. Degree

Nursing, Registered (AS)      A.S. Degree

## Transferability & Gen. Ed. Options

**Request for Transferability (CB05)**      **Transferability Status**  
 Transferable to both UC and CSU      Pending

Associate Degree Breadth Requirements	Categories	Transferability Status	Comparable Course
AREA D1: Social and Behavioral Sciences:	Social and Behavioral Sciences: Social and Behavioral Sciences	Pending	No Comparable Course defined.

CSU-GE Breadth Certification	Categories	Transferability Status	Comparable Course
AREA D: Social Sciences	Social Sciences	Pending	No Comparable Course defined.

IGETC	Categories	Transferability Status	Comparable Course
AREA 4: Social & Behavioral Sciences	Social & Behavioral Sciences	Pending	No Comparable Course defined.

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3	<b>Total Course In-Class (Contact) Hours</b>	54	<b>Total Student Learning Hours</b>	162
<b>Maximum Credit Units (CB06)</b>	3	<b>Total Course Out-of-Class Hours</b>	108	<b>Faculty Load</b>	-

## Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non-Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristics**

No value

**Course Classification Code(CB11)**

Credit Course.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-
Activity Hours	-	-

**Course Student Hours**

Course Duration (Weeks)	18
Hours per unit divisor	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Lab	-
Activity	-
<b>Total</b>	<b>54</b>
<b>Course Out-Of-Class Hours</b>	
Lecture	108
Lab	-
Activity	-
<b>Total</b>	<b>108</b>

**Time Commitment Notes for Students**

No value

**Faculty Load**

Extra Duty: -

Faculty Load: -

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

**Requisites**

**Advisory**

ENGL85A - Foundations in Academic Litera

OR ENGL-85AC OR ENGL-85E

## Entrance Skills

Skill	Content Review
No value	No value

## Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

## Specifications

### Methods of Instruction

Lecture

Other

Other

Other

Other

Distance Education

Class Discussion

Small Group Discussion

Other

### Methods of Instruction Rationale

No value

Other - Videotapes

Other - Audio tapes

Other - Class discussions

Other - Guest speakers

No value

No value

No value

Other - Library Orientation

### Assignments

#### READING

1. Weekly assignments will be given from the textbook.
2. Required library reading may include articles from Psychological Journals (e.g., American Psychologist, Journal of Applied Psychology, etc.).

#### WRITING

Required writing assignments will include one or more of the following:

1. Reaction papers
2. Journal reviews
3. Term papers
4. In-class or take-home essay exams

#### OUTSIDE

Learning activities required outside of class will include one or more of the following:

1. Library assignments
2. Completion of study guides
3. Readings in the textbook

#### CRITICAL THINKING

1. Students will complete reaction papers in order to examine the major psychological perspectives, differentiate between scientific and non-scientific methods, and relate psychological principles to both personal experience and social settings.
2. Students will complete out-of-class written assignments in order to examine the major psychological perspectives, differentiate between scientific and non-scientific methods, and relate psychological principles to both personal experience and social settings.
3. Students will complete in-class written assignments in order to examine the major psychological perspectives, differentiate between scientific and non-scientific methods, and relate psychological principles to both personal experience and social settings.
4. Students will participate in class discussions in order to examine the major psychological perspectives, differentiate between scientific and non-scientific methods, and relate psychological principles to both personal experience and social settings.
5. Students will complete exams in order to examine the major psychological perspectives, differentiate between scientific and non-scientific methods, and relate psychological principles to both personal experience and social settings.

**Methods of Evaluation**

**Methods of Evaluation Rationale**

Other

Other - Tests:  
May include the following:  
1. Objective tests  
2. Essay questions

Other

Other - Papers:  
One or more of the following:  
1. In-class and/or take home reaction papers  
2. Topic or term projects  
3. Journal reviews

Class Participation

No value

**Equipment**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Huffman	Psychology in Action	Wiley	2015	
Rathus	Psychology: Concepts & Connections	Cengage	2016	

**Other Instructional Materials**

Description	Author	Citation
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**Library Resources**

Psychology research databases (i.e., "PsycINFO" and "Psychology and Behavioral Sciences Collection"), Academic Search Premier and Masterfile, Psychology subject specific encyclopedias, Nonfiction books to support research.

**Materials Fee**

No value

## Learning Outcomes and Objectives

### Course Objectives

- A. Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.
- B. Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
- C. Understand and apply psychological principles to personal experience and social and organizational settings.
- D. Demonstrate critical thinking skills as applied to psychological topics.

### CSLOs

Name	Expected SLO Performance
Analyze the major theoretical perspectives of psychology.	70.0
Differentiate between scientific and non-scientific methods of understanding behavior.	70.0
Relate psychological principles to personal experience and social situations.	70.0

## Outline

### Course Outline

- I. Foundations of Psychology
- A. Definitions and goals of psychology
  - B. Historical Foundations
    1. A New Science Is Born
    2. Structuralism versus Functionalism
  - C. Theoretical Approaches to Psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural)
    1. Research Foundations
    2. Professional Specialties in Psychology
    3. The impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
- II. Research In Psychology
- A. Experimental Research
  - B. Descriptive/Correlational Research
  - C. Evaluating Research
  - D. Impact of Diversity on Psychological Research
  - E. Ethics in Research
- III. The Biological Bases of Behavior
- A. Communication and Organization of the Nervous System

- B. Brain and Behavior
- C. Endocrine System
- D. Heredity and Behavior

#### IV. Sensation and Perception

- A. Visual System
- B. Auditory System
- C. Taste and Smell
- D. Other Senses

#### V. Consciousness

- A. Nature of Consciousness
- B. Sleep and Dreams
- C. Hypnosis and Meditation
- D. Drugs

#### VI. Learning

- A. Classical and Operant Conditioning
- B. Observational Learning

#### VII. Memory

- A. Encoding, Storage and Retrieval
- B. Forgetting

#### VIII. Motivation and Emotion

- A. Hunger and Eating
- B. Sexual Motivation
- C. Achievement Motivation
- D. Elements of Emotion
- E. Theories of Emotion

#### IX. Human Development

- A. Prenatal
- B. Childhood
- C. Adolescence
- D. Adulthood

#### X. Personality Theory

- A. Nature of Personality
- B. Psychoanalytic/Psychodynamic Theories
- C. Trait Theories
- D. Behavioral Theories
- D. Humanistic Theories
- E. Biological Theories
- F. Social-Cognitive Theories

#### XI. Stress, Coping, and Health

- A. The Nature of Stress
- B. Responding to Stress
- C. Stress and Physical Health
- D. Health-Impairing Behavior

#### XII. Psychological Disorders

- A. History of Abnormal Behavior
- B. Anxiety Disorders
- C. Somatoform Disorders
- D. Dissociative Disorders
- E. Mood Disorders
- F. Schizophrenic Disorders

#### XIII. Social Psychology

- A. Attributions
  - 1. Fundamental attribution error (FAE)
  - 2. Self-serving bias
  - 3. Cultural factors
- B. Social Influence
  - 1. Conformity



- 2. Obedience
- C. Group Processes
- D. Prejudice and Discrimination
- E. Aggression and Altruism

## Distance Education (Course)

**1. How do you propose to establish and maintain regular and effective contact with students as required by Title 5, Section 55211 and Merced College AP4105? Specifically identify all of the following that you will use and indicate how you will measure or document the contact. Documentation may be mostly numerical (i.e. number of emails, number of telephone calls, number of chat room conversations, etc. Select from the contact types listed here: Individual Meetings, Orientation at Start of Course, Announcements/Bulletin Boards, Discussion Boards, Alternative Discussion Boards, Email Communication, Telephone Conversations, Voicemail and/or Online Office Hours.**

### Distance Ed - Contact Types

**Individual meetings** - Either through individual meetings, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Announcements/Bulletin Boards** - Either through the announcements/bulletin boards, or using one of the below methods, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Chat Rooms** - Either through the chat rooms, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Discussion Boards** - Either through the discussion boards, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Email Communication** - Either through email communication, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Telephone conversations** - Either through telephone conversations, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Voice mail** - Either through voice mail, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Office Hours** - Either through weekly office hours, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**Scheduled Face-to-Face Meetings** - Either through scheduled face-to-face meetings, or using one of the other methods here, the instructor will regularly initiate contact with students to communicate and guide students towards mastering the subject matter.

**2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5.**

The numerous options and contacts selected are to provide accessibility support and contact for students with the instructor. Access to DE courses resources and materials include audio, video, and text components of courses delivered via existing and emerging technologies. Some of these elements are not limited to and include regular effective contact between instructor and students, through lecture, discussion boards, multi-media presentations, feedback, grading, group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, telephone contact, correspondence, voice mail, e-mail, or other activities.

**3. Describe how the methods selected will allow students to meet the student learning outcomes of the course.**

Discussions will allow opportunities for peer to peer and student to instructor collaboration; multi-media will bring resources to the students to apply in their learning; interactions with the instructor initiate regular contact with students to verify their participation and performance status. The various methods suggest that students will have frequent opportunities to ask questions and receive answers from the instructor.

**4. Are the methods of assessment for online classes different from those listed on the approved face-to-face course outline? If so, in what ways do they differ? Keep in mind that ALL assessments must meet the requirements of the Course of Record (COR).**

Methods of assessment are similar, but the use of various forms of technology may be utilized in online assessments.

**5. If this course will be a hybrid, describe the hybrid option. Differentiate between what parts of the course will be done face-to-face and what parts will be done online.**

N/A

**6. What discussions have taken place within your cohort/discipline in the decision to bring this course into the Distance Education Online format? Please include dates and times of meeting, if available.**

Ongoing meetings with disclipline faculty, the AREA Dean, counselling, and the VPI have taken place to bring this course into the Distance Education Online format.



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# TOEIC:

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**Instructor:**

German Loffler, Ph.D

**E-mail:**

germanloffler@gmail.com

**Course Description:**

This TOEIC course will introduce students to a variety of different functions found in the TOEIC test. Some of these, include practice questions for the test, as well as new vocabulary. Students will use new learned vocabulary on a weekly basis.

**Course Objectives:**

- To understand various test situations.
- To improve speaking, listening, and vocabulary.
- To practice TOEIC test taking.

**Grading:**

Midterm 1	(10%) – 2020.07.03
Midterm 2	(10%) – 2020.07.31
Final Exam	(15%) – TBA
Quizzes	(15%) – “pop-up”
Class Points	(50%) – attendance and participation.

**Section Attendance & Participation:**

You are expected to attend the class every week. Attention and participation are required. I will circulate a roll sheet starting 5 minutes into class. If you are not present at the time to sign it, you will be counted as absent for that day.

**Communication Policy:**

Communication is important should issues arise. All emails must be addressed to me and you must identify yourself by your first and last name. Begin your subject line with “SIBA TOEIC Class....”. I respond within 24-48 business hours.

**Course:**

TOEIC

FRIDAY 9:30-12:20

Start date: June 5<sup>th</sup>, 2020

End date: TBA

**Materials:**

Textbook:

A notebook.

Writing Utensils.

**Extra Credit:**

To Be Announced.

**Grade Distribution:**

A 90-100%    B 80-89%    C 70-79%    D 60-69%    F &lt;59%

**Course Schedule:**

<u>Week</u>	<u>Date</u>	<u>Class</u>	<u>Instruction</u>	<u>Homework</u>
1	06/05	1	<b>Class orientation/ Syllabus</b>	
2	06/12	2		Short reading 1 / Vocab 1
3	06/19	3		Idiom 1 / Vocab 2
4	06/24	4		Short reading 2 / Vocab 3
5	07/03	5	<b>Midterm 1</b>	Idiom 2 / Vocab 4
6	07/10	6		Short reading 3 / Vocab 5
7	07/17	7		Idiom 3 / Vocab 6
8	07/24	8		Short reading 4 / Vocab 7
9	07/31	9	<b>Midterm 2</b>	Idiom 4 / Vocab 8
10	08/07	10		Short reading 5 / Vocab 9
11	08/14	11		Idiom 5 / Vocab 10
12	08/21	12		Short reading 6 / Vocab 11
13	TBA	13	TBA	Idiom 6 / Vocab 12
14	TBA	14	TBA	Short reading 7 / Vocab 13
15	TBA	15	TBA	Idiom 7 / Vocab 14
16	TBA	16	TBA	Short reading 8 / Vocab 15

英語のシラバスが最高です。



# TOEIC:

## コースの説明:

この TOEIC コースでは、TOEIC テストで見られるさまざまな機能を学生に紹介します。これらのいくつかには、テストの練習問題と新しい語彙が含まれます。学生は毎週新しい学習語彙を使用します。

## コースの目的:

- さまざまなテスト状況を理解する。
- スピーキング、リスニング、語彙を改善するため。
- TOEIC テスト受験を練習する。

## 格付け:

中期 1	(10%) – 2020.07.03
中期 2	(10%) – 2020.07.31
期末試験	(15%) – TBA
クイズ	(15%) – “pop-up”
クラスポイント	(50%) – attendance and participation.

## セッションの出席と参加:

あなたは毎週クラスに出席することが期待されています。注意と参加が必要です。授業開始 5 分前からロールシートを配布します。署名時に同席しなかった場合、その日は欠席としてカウントされます。

## 通信ポリシー:

問題が発生した場合、コミュニケーションは重要です。すべての電子メールは私に宛てられなければならない、あなたはあなたの姓名であなた自身を識別しなければなりません。件名は「SIBA TOEIC Class ...」から始めてください。24~48 営業時間以内に対応いたします。

## 採点:

A 90-100%    B 80-89%    C 70-79%    D 60-69%    F <59%

## 講師:

ヘルマン ロフラー

## Eメール:

germanloffler@gmail.com

## Course:

TOEIC

FRIDAY 9:30-12:20

Start date: June 5<sup>th</sup>, 2020

End date: TBA

## Materials:

Textbook:

A notebook.

Writing Utensils.



## Extra Credit:

To Be Announced.

**Course Schedule:**

<u>Week</u>	<u>Date</u>	<u>Class</u>	<u>Instruction</u>	<u>Homework</u>
1	06/05	1	クラスオリエンテーション/ ラパス	
2	06/12	2		短読 1 / Vocab 1
3	06/19	3		イディオム 1 / Vocab 2
4	06/24	4		短読 2 / Vocab 3
5	07/03	5	中期 1	イディオム 2 / Vocab 4
6	07/10	6		短読 3 / Vocab 5
7	07/17	7		イディオム 3 / Vocab 6
8	07/24	8		短読 4 / Vocab 7
9	07/31	9	中期 2	イディオム 4 / Vocab 8
10	08/07	10		短読 5 / Vocab 9
11	08/14	11		イディオム 5 / Vocab 10
12	08/21	12		短読 6 / Vocab 11
13	TBA	13	TBA	イディオム 6 / Vocab 12
14	TBA	14	TBA	短読 7 / Vocab 13
15	TBA	15	TBA	イディオム 7 / Vocab 14
16	TBA	16	TBA	短読 8 / Vocab 15