English ⑨

Basic Course Information			
Course Number	2020NC05	Subject Category	Course-Start-09
Class Format	Seminar	Credit Time and Number of Lectures	1
Compulsory	Compulsory	Student Category	Class B
Period of Study	Semester	Classes per Week	1
Required Materials	① Sikorzewn, M. (2010). *Cambridge English for engineering*. Cambridge Univ. Press. ② Swans, L.& J.& Hancioock, P. (2019). *Headway upper-intermediate student's* or best (5th ed.). Oxford University Press. ③ Zemach, D.E.& Stanford-Vinuz, L. (2008). *Writers at work: The essay*. (Vol. 1). Cambridge Univ. Press.		
Instructor	Miss Kosuzka Oyamura	Miss Nishizawa Tomoyasutsu	

Course Objective

This course provides students with opportunities to study further speaking and listening skills as well as writing and reading required for global engineers.

By the end of the course,students are able to:
① Demonstrate understanding and exercising necessary vocabulary and grammar for upper-intermediate level of English.
② Deal with-most situations likely to arise whilst travelling in an area where the language is spoken. Communicate effectively in professional situations.
③ Talk and discuss familiar topics in detail with supported opinions and/or information,and talk about complex subjects and develop arguments. Give a persuasive speech with appropriate materials supported.
④ Understand long complex speech, most news, and the majority of video and audio files selected.
⑤ Write long, clear, self-structured text to express their points of view.

Evaluation/Rubrik

Evaluation/Rubrik	Ideal Level of Achievement (Very Good)	Standard Level of Achievement (Good)	Unacceptable Level of Achievement (Fail)
Assessment 1: Demonstrate understanding and exercising necessary vocabulary and grammar for upper-intermediate level of English.	Can flexibly and appropriately solve overall provided situations with the use of learned vocabulary and grammar.	Can solve the provided situation with the use of some minor mistakes in vocabulary and grammar.	Cannot use English grammar to solve the provided situations at all.
Assessment 2: Deal with most situations likely to arise whilst travelling in an area where the language is spoken. Communicate effectively in professional situations.	Can fully use structures learned in appropriate and correct contexts.	Can use some of the structures learned in appropriate and correct contexts. (Can have some incorrect uses of them.)	Cannot use the new structures learned in appropriate and correct contexts at all.
Assessment 3: Talk and discuss familiar topics in detail with supported opinions and/or information, and talk about complex subjects and develop arguments. Give a persuasive speech with appropriate materials supported.	Can fully and correctly understand the long speech, most news, the majority of video or audio files, and be able to identify the main ideas and details in conversation between 90 and 100%. / Can give a persuasive speech with appropriate and appropriate supporting evidences.	Can understand the main ideas of the long speech, most news, the majority of video or audio files, and be able to identify the main ideas and the specific information from the conversation between 80 and 89%. / Can give a persuasive speech with some minor mistakes supporting evidences.	Cannot identify prospects of the speech, information from the conversation they have heard. The general understanding from the listening is below 79%. / Cannot give a persuasive speech without sufficient supporting evidences or cannot give a persuasive speech at all.
Assessment 4: Understand long complex speech, most news, and the majority of video and audio files selected.	Can correctly and appropriately use upper-intermediate level vocabulary and grammar in context in English.	Can use some of upper-intermediate level vocabulary and grammar in context in English.	Cannot use any upper-intermediate level vocabulary and grammar in English context.
Assessment 5: Understand articles and reports about common topics.	① Can fully and correctly understand articles and reports about common topics. ② Can fully and correctly understand the main and identify significant features of the given articles and reports about common topics.	① Can partly and correctly understand articles and reports about common topics. ② Can mostly and properly summarize main ideas and identify significant features of the given articles and reports about common topics.	① The general understanding from the reading is below 50%. ② Cannot summarize main ideas or identify prospects of the given articles and reports about common topics.
Assessment 6: Write long, clear, self-structured text to express their points of view.	① Write a problem-solution essay in academic style to describe and explain their analysis skills with logical and appropriate supported details. ② Write a 450-word self-evaluation essay to describe what they have learned and improved during the semester with appropriate supported details. ③ Use appropriate verb-nouns and various types of connectors to connect sentences to express ideas and opinions. ④ Use appropriate and/or correct word choices in writing.	① Write a problem-solution essay using some of the writing features with some minor mistakes and lacking logical and sufficient supported details. ② Write a 300-399-word self-evaluation essay to describe what they have learned and improved during the semester with some supported details. ③ Identify-use correct verb-nouns and connector-structures in writing to explain ideas and opinions. ④ Identify-use correct word-choices in writing.	① Write a problem-solution essay using the informal writing features with some mistakes and lacking supported details. ② Write a 299-300-word self-evaluation essay to describe what they have learned and improved during the semester without supported details. ③ Partly use correct verb-nouns and connector-structures in writing to explain ideas and opinions. ④ Partly use correct word choices in writing.

Relationship with Learning Outcomes

GI2 Global awareness and communication ability with languages, English, Japanese, and Thai in order to associate with others.

GI4 Creativity to make a new value with fusing the knowledge from various fields.

GI5 An engineer attitude to act with awareness of social roles and responsibility to make a better society.

Teaching Method

Outline	This course provides students with opportunities to study required skills for global engineers which includes speaking, listening, writing, and reading skills in English. It provides students with an opportunity to acquire and practice all four skills in order to deal with various situations in English. Topics include technology, environmental issues, and engineering work. Learning activities are designed to support learners to collaboratively work in pairs and groups to improve on language skills and present them in both oral and written forms.
Class Format	Lecture, seminar, individual and group presentation, discussion and self-study
Please Note !	① Students are required to work in pairs and groups to complete the tasks. ② The lesson can be changed according to satisfactoriness and progress of the students. ③ Learning activities might be changed or other tasks might be assigned to students according to their needs. ④ Late attendance and absence will result in score deduction.

Course Plan

Semester 1	Contents and Method of Course	Goals	Related SOC
1st week	Course syllabus explanation and discussion	① Understand the course details and overviews of the content in English ⑤	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4
2nd week	Headway Upper-Intermediate Unit 2: The story of Tripfolder Reading: The story of Tripfolder (present tenses (past simple, present perfect simple, present perfect continuous) Listening: The story of Tripfolder (Jigsaw reading)	① Create and use sentences with simple and continuous tense appropriately. ② Practice reading for main ideas, details,and discussion. ③ Understand and summarize the main ideas of the text they have read correctly.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6 ⑤-①-7 ⑤-①-8 ⑤-①-9 ⑤-①-10 ⑤-①-11
3rd week	Headway Upper-Intermediate Unit 2: Alpinist (extreme)by plastic! ・Reading: Alpinist (extreme) by plastic ・Listening: Alpinist (extreme) by plastic, Talk self to, (dog sources (self) pobble (noise, Phrases to show personal reactions	① Create and use sentences with simple and continuous tense appropriately. ② Understand and summarize the main ideas of the text they have read correctly. ③ Analyze the text they have read and exercise their opinions about it. ④ Make a conversation using the phrases and idioms, especially plastic-words.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6 ⑤-①-7 ⑤-①-8
4th week	Headway Upper-Intermediate Unit 2: Bucket list - Vocabulary with make and do ・Reading: Bucket list (things to do before I die ・Listening: Activities from bucket list of 3 people ・Vocabulary with make and do	① Practice listenign for main ideas and details. ② Analyze the text they have read and exercise their opinions about it. ③ Identify vocabulary meaning and use it in correct contexts.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6 ⑤-①-7 ⑤-①-8
5th week	Engineering English ・Skills Describing positions of assembled components ・Language: Prepositions of position ・Reading: Pitch for a new car chair ・Listening: Chair bottoming	① Identify vocabulary meaning and use it in correct contexts. ② Practice listenign for details and note taking. ③ Practice describing positions and component parts of a product, product invention. ④ Collaboratively work in groups to complete the given task.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6 ⑤-①-7 ⑤-①-8
6th week	Debate structure	① Understand the process of conducting the debate. ② Identify the important factores of the debate. ③ Identify lang-ages for debate (Ex. Ex. is appropriate).	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
7th week	Debate Workshop1	① Conduct a debate about the given topic to practice the debate process from the layered theory in previous class. ② Practice lang-ages for debate in order to improve students' analytical skills.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
8th week	Debate	① Conduct a debate about the given topic in order to show that students have acquired debate skills. ② Use lang-ages for debate in actual context.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4
9th week	Midterm exam		
10th week	Debate feedback	① Listen and give feedback to other students performance based on the rubric given.	⑤-①-1 ⑤-①-2 ⑤-①-3
11th week	Friday timetable: Rin class	① Self-study review the first half of the semester lessons.	
12th week	Writers at Work - Chapter 2 Problem-solution essays ・Getting started: Think about the sample essay topic read the sample essay, notice the essay structure, brainstorm, discuss your ideas with others. ・Preparing the first draft: Organize the essay plan using a diagram, write topic sentences, make a outline plan (The second plan), discuss your ideas with others, write the first draft.	① Understand the characteristics and structure of problem-solution essays correctly. ② Understand factures of good problem-solution essays used in the academic setting. ③ Collaboratively work in groups to identify the characteristics of problem-solution essays. ④ Write the first draft of problem-solution essays about the given topic.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
13th week	Writers at Work - Chapter 2 Problem-solution essays ・Revising your writing: Benefit from peer feedback, revise your writing, Revise the outline (problem-solution), write the second draft. ・Editing your writing: Use helping to avoid sentence-level errors, punctuate correctly, punctuate conditionals, write the final draft. ・Following up: Share your writing, check your progress.	① Collaboratively work in groups to identify and improve the first draft of problem-solution essays using the features of good problem-solution essays used in the academic setting learned from previous class. ② Develop and revise the first draft of problem-solution essay based on peer feedback (the second - final draft of the essay)	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
14th week	Persuasive speech Skills Giving persuasive speech ・General information,characteristics,and structure of persuasive speech ・Useful phrases and idioms, tricks ・Example persuasive orders	① Understand the characteristics and structure of persuasive speech. ② Identify the important factores of persuasive speech. ③ Use tips and tricks to give persuasive speech.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
15th week	Persuasive speech Workshop1	① Practice giving persuasive speech in pairs and groups. ② Practice lang-ages for persuasive speech.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
16th week	Presentation week Rip work presentation	① Collaboratively work to prepare presentation about the given topic using persuasive speech. ② Practice lang-ages within the time limit.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
17th week	Presentation week Rip work presentation	① Collaboratively work to prepare presentation about the given topic using persuasive speech. ② Practice lang-ages within the time limit.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
18th week	Self-assessment writing	① Write a 450-word self-evaluation essay to describe what they have learned and improved during the semester with appropriate supported details.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4 ⑤-①-5 ⑤-①-6
19th week	Final examination	① Use vocabulary and structures learned in appropriate and correct contexts. ② Understand the gist, identify details,and make inferences in listening, reading and reading tests. ③ Write to explain opinions and/or reasons on selected topics in detail.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4
20th week	Final exam answer checking	① Discuss the correct answers of the tests. ② Identify common mistakes and how to correct it.	⑤-①-1 ⑤-①-2 ⑤-①-3 ⑤-①-4

Total 120

Textbook	Preparation	Homework	Improvement plan name	Week	Time	Place
Textbook Other handout Other Reference Internet/Audio/Video						