

Miyazaki International College
 Course Syllabus
 (Spring Semester, 2019)

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| Course Title (Credits) | Cultures Of The English Speaking World (4 credits) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | |
| E-mail address | |
| Office/Ext | |
| Office hours | |
| Language Teacher | |
| Instructor | Iain Stanley |
| E-mail address | istanley@sky.miyazaki-mic.ac.jp |
| Office/Ext | 2-106 (720) |
| Office hours | Tues & Thurs 15:45-17:15 |

Course Description:

This course examines contemporary issues in the English speaking world. Students will learn to evaluate such issues, compare them with their own societies, assemble evidence from other sources, and express their own views in a written format. For language development, the course builds on the skills required in the academic writing course. Students learn to use sources of evidence to support their writing on common issues in the English speaking world. They learn to use quotations and paraphrases, summarised texts and avoid plagiarism. The use of citations and references as a standard feature of academic writing is addressed. Vocabulary, grammar and written fluency are also reinforced.

Course Objectives:

- Students will refine their ability to differentiate between academic and non-academic writing styles.
- Students will produce well-structured five-paragraph essays on personal and simple academic topics.
- Students will paraphrase or summarize information from outside sources in their academic writing.
- Students will learn about Australia, and compare it with Japan in both a modern and historical context

Course Syllabus

| Class | | Activities |
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| 1. | Class Introduction | <ul style="list-style-type: none">• Class introduction• Essay Review (handout) Homework: Essay Analysis (handout) |
| 2. | Introduce Australia | <ul style="list-style-type: none">• Go through essay analysis (handout)• Begin essay assignment Homework: complete essay assignment |
| 3. | Australian homes | <ul style="list-style-type: none">• Clauses<ul style="list-style-type: none">- Section 8.1 of MIC Writing Handbook- Exercises (handout)- Section 8.1.1 of MIC Writing Handbook- Exercises (handout) Homework: complete exercises |
| 4. | Australian cultures | <ul style="list-style-type: none">• Return Essay Assignment• Revise paragraph assignment in computer labs Homework: <ul style="list-style-type: none">- Finish revision of paragraph- Read sections 8.1.2 and 8.2 of MIC Writing Handbook |
| 5. | Australia - multiculturalism | <ul style="list-style-type: none">• Clause Types and Sentences<ul style="list-style-type: none">- Review sections 8.1.2 and 8.2 of MIC Writing Handbook- Exercises (handout) Homework: finish Exercises |
| 6. | Australian multiculturalism cont'd | <ul style="list-style-type: none">• Introduce Comparison Essay (section 7.1 of MIC Writing Handbook)• Analyze Essay in section 7.1• Homework: Write thesis statement and body paragraphs for Essay 1 |
| 7. | Australian multiculturalism cont'd | <ul style="list-style-type: none">• Compound Sentences (sections 6.3 and 6.3.1 of the MIC Writing Handbook)• Compound Sentences with Coordinators (handout) Homework: Compound Sentences exercises on handout |
| 8. | Australian education | <ul style="list-style-type: none">• Essay Thesis Statements (sections 5.2.1 and 5.2.2 of MIC Writing Handbook)• Evaluating Thesis Statements (handout) |

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| | | Homework: Complete handout |
| 9. | Australian education cont'd | <ul style="list-style-type: none"> Evaluating our own thesis statements Homework: Read sections 5.3 and 5.3.1 of MIC Writing Handbook |
| 10. | Compare Australian education with Japan | <ul style="list-style-type: none"> Essay Introductions (sections 5.3 and 5.3.1 of MIC Writing Handbook) Work on introduction to essay 1 in computer lab Homework: (1) complete essay introduction and (2) read sections 5.5, 5.5.1, 5.5.2, and 5.5.3 of MIC Writing Handbook) |
| 11. | Australian sports | <ul style="list-style-type: none"> Essay Conclusions: review information from Handbook Essay Conclusions analysis (handout) Begin writing conclusion for essay 1 Homework: (1) Complete conclusion for essay 1 (2) review sentence structure |
| 12. | Australian sports cont'd | <ul style="list-style-type: none"> Submit essay Quiz: Sentence structure Compound Sentences with Semi-Colons (section 6.3.2 of MIC Writing Handbook) Compound Sentences with Sentence Connectors (section 6.3.3 of the MIC Writing Handbook) Homework: Compound Sentences (handout) |
| 13. | Australian sports cont'd | <ul style="list-style-type: none"> Quiz: Sentence Connectors Reviewing essay introductions and conclusions (handout) Homework: Read sections 6.4 and 6.4.1 of the MIC Writing Handbook |
| 14. | Australia Essay Practice | <ul style="list-style-type: none"> Revise and write second draft of essay Homework: complete 2 nd draft of essay |
| 15. | Australian sports compared with Japan | <ul style="list-style-type: none"> Submit 2nd draft of essay Complex sentences with noun clauses (sections 6.4 and 6.4.1 of MIC Writing Handbook) Homework: (1) Memorize lists of verbs and adjectives on page 82 of MIC Writing Handbook and (2) prepare for quiz over sentence structure |

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| 16. | Australian food | <ul style="list-style-type: none"> Sentence structure quiz Introduction and Analysis of Problem-Solution Essay (handout) <p>Homework: (1) complete analysis of Problem-Solution Essay and (2) read Adverb Clauses and Time Clauses in MIC Writing Handbook</p> |
| 17. | Australian food cont'd | <ul style="list-style-type: none"> Time Clauses review and exercises (handout) Problem-Solution Essay: check analysis and begin work on exercises 4-5 <p>Homework: Complete outline for Problem-Solution Essay</p> |
| 18. | Australian food compared with Japan | <ul style="list-style-type: none"> In-class work on Problem-Solution Essay (Essay B) <p>Homework: (1) complete Essay B [by November 18] and (2) read Reason Clauses (page 87 of MIC Writing Handbook)</p> |
| 19. | Australia cost of living | <ul style="list-style-type: none"> Reason Clauses Review of Sentence Structure <p>Homework (1) complete Essay B, (2) read Condition Clauses (page 89 of MIC Writing Handbook), and (prepare for quiz over sentence structure)</p> |
| 20. | Australia cost of living cont'd | <ul style="list-style-type: none"> Condition Clauses: review and exercises (handout) Quiz over sentence structure <p>Homework: Read Place Clauses and Manner Clauses (page 90 of MIC Writing Handbook)</p> |
| 21. | Australia cost of living cont'd | <ul style="list-style-type: none"> Place Clauses and Manner Clauses: review and exercises (handout) Sentence Structure Review (handout) <p>Homework: Read Purpose Clauses, Contrast Clauses (both types)</p> |
| 22. | Australia cost of living compared with Japan | <ul style="list-style-type: none"> Return first draft of Essay B Consultation and Revision of Essay B <p>Homework: (1) Complete Draft 2 of Essay B and (2) Read Purpose Clauses</p> |
| 23. | Australia cost of living compared with Japan cont'd | <ul style="list-style-type: none"> Purpose and Contrast Clauses: Review and Exercises (handout) <p>Homework: Prepare for test over all sentence structure</p> |
| 24. | Australian pop culture | <ul style="list-style-type: none"> Review of sentence structure |

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| | | <ul style="list-style-type: none"> Sentence structure test Homework: Read Appendix A, Writing Titles |
| 25. | Australian pop culture cont'd | <ul style="list-style-type: none"> Title Writing: Review and Exercises Review of all aspects of Essay Homework: Prepare for in-class essay writing |
| 26. | Australian pop culture compared with Japan | <ul style="list-style-type: none"> In-class essay writing (Essay C) Homework: prepare for comprehensive exam |
| 27. | Final Exam information | <ul style="list-style-type: none"> Comprehensive Exam Review for final exam |
| 28. | Australia Review | <ul style="list-style-type: none"> Return Essay C with feedback Consultation and Revision of Essay C |
| 29. | Australia Review cont'd | <ul style="list-style-type: none"> In class essay: practice for final exam |
| 30. | Australia review cont'd | <ul style="list-style-type: none"> return and go over practice essay |
| | Final Exam | <ul style="list-style-type: none"> |

Required Materials:

Notebook, pens and pencil, Class Folder for Handouts, Charged Tablet

Course Policies (Attendance, etc.)

Attendance and Participation

The student takes responsibility to manage research and writing time under the guidance of the teacher. The teacher is available to the student during office hours and for scheduled appointments.

Assignment Deadlines

Assignments are due according to the syllabus schedule above.

Academic Integrity

MIC's Academic Honesty policy prohibits cheating, fabrication, and plagiarism. The Bulletin and Handbook of Student Information explains this policy. Students should understand it and ask the instructor if they have any questions. Violating the Academic Honesty can result in failing an assignment, being asked to withdraw from the course, or other appropriate actions.

Class Preparation and Review

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards

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| Written essays and drafts | 25% |
| Discussion and class assignments | 30% |
| Online work (Moodle) | 25% |
| Final Exam | 20% |

Methods of Feedback:

Email
In-class discussion
1-1 appointments available
Office Hours


Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

Diploma Policy Objectives (School of International Liberal Arts)

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

Notes:

| 文部科学省から採択された 大学教育再生加速プログラム  | | Advanced | Proficient | Developing | Emerging | No Attempt |
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| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner. | Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner. | Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships | Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis | Insufficient effort or evidence of achievement |
| | Information Gathering | | | | | |
| | Assessment of Credibility | | | | | |
| Advanced Communication Proficiency | Public Speaking | Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance. | Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted. | Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret. | Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence. | |
| | Social Skills | | | | | |
| | Professional Skills | | | | | |
| Global Perspectives | Cultural Relevancy | Fully engaged in current events and shows understanding of social inequalities and cultural differences. | Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life. | Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy. | Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events. | |
| | Awareness of Current Events & Global Issues | | | | | |
| English Language Ability | Reading | Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary. | Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone. | Adequate English ability; must reference dictionary often | Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions | |
| | Writing | | | | | |
| | Oral Communication | | | | | |
| Japanese Language Ability | Reading | Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary. | Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone. | Adequate oral and written communication; tends to have difficulty clearly expressing ideas. | Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions | |
| | Writing | | | | | |
| | Oral Communication | | | | | |