

## TOEIC PREPARATION I COMMON SYLLABUS

### Topic

Improvement of skills needed for success on the TOEIC listening test

### Objective

The goal of this listening course is for students to practice and refine their listening skills in general, and develop basic test-taking strategies for parts 1, 2, 3, and 4 of the listening section.

### Learning Outcomes

By the end of this course, students will have: (a) increased their vocabulary and understanding of phrases associated with the four parts of the listening section; (b) mastered basic listening strategies for these parts of the section; (c) had regular practice in listening for the gist and detail of English conversations and talks; (d) developed the ability to remember English conversations and talks; (e) developed their listening comprehension; and (f) practiced listening to numerous TOEIC-type questions.

### Outline

English is the language of this course. This is a skill-based course with the goal of developing listening skills in general, and in specific, those beneficial for use on the TOEIC test. Students will participate individually and in pairs in developing the basic test-taking strategies and language skills necessary for achieving better results on the TOEIC listening test. Activities include, but are not limited to, intensive listening, cloze test practice, and developing grammatical accuracy. Throughout the semester, students are required to: (a) participate fully in all classes; (b) complete all the classroom tasks; and (c) complete all homework assignments.

Lesson Plans (tentative):

Week 1 Guidance and Listening Test Part 1 Photographs (Textbook, Unit 1)

Week 2 Listening Test Part 2, Question-Response (Textbook, Unit 2)

Week 3 Listening Test Part 2, Question-Response (Textbook, Unit 2)

Week 4 Listening Test Part 3, Conversations (Textbook, Unit 3)

Week 5 Listening Test Part 3, Conversations (Textbook, Unit 3)

Week 6 Listening Test Part 4, Talks (Textbook, Unit 4)

Week 7 Listening Test Part 4, Talks (Textbook, Unit 4)

Week 8 Review and Final Exam

### **Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

S (Academic achievement 90%~100%)

A (over80%, less than90%)

B (over 70%, less than80%)

C (over60%, less than70%)

above grades are indicators of passing,

不可 (less than 60%)」 is an indicator of failure.

### Grading Rate

Final exam 80 %

Other\*\* 20 % (\*\* Class participation, course work, and homework)

(Details of internal assessments will be informed on the first day)

### **Textbook**

Grant Trew. 2013. *TACTICS FOR THE TOEIC TEST Listening and Reading Test Introductory Course*. (Students must have their own copy.)

### **Classroom Policy**

Cheating in examinations are not acceptable. Please refers to 金沢大学学  
懲戒規定 for penalties of such misconduct.

[http://www.adm.kanazawa-u.ac.jp/ad\\_gakusei/student/syobatsu/batsu.htm](http://www.adm.kanazawa-u.ac.jp/ad_gakusei/student/syobatsu/batsu.htm)

If a student arrives later than 10 minutes into a class, their attendance will be marked as “Late Arrival”. Late students will have marks deducted from internal assessments.

If a student is absent from class three times, his/her grade will be shown as 放棄 (withdrawal).

If a student does not take a final examination, but he or she fulfills the attendance criteria stated above, the student will receive 保留(incomplete) 保留 can be changed only to a C when exam score requirements are satisfied.

If a student does not take a final examination for a reason which the student regards as legitimate, he/she can submit the reason to 学務係. 学務係 and the head of section will then decide whether the student is eligible to retake the examination.

## **TOEIC PREPARATION II COMMON SYLLABUS**

### **Topic**

Improvement of skills needed for success on the TOEIC reading test

### **Objective**

The goal of this reading course is for students to practice and refine their reading skills in general, and develop basic test-taking strategies for parts 5, 6, and 7 of the reading section.

### **Learning Outcomes**

By the end of this course, students will have: (a) increased their vocabulary and understanding of phrases associated with the three parts of the reading section; (b) mastered basic reading strategies such as skimming and scanning necessary for these parts of the section; (c) had regular practice in reading silently and aloud in English; (d) developed an awareness of the reading process; (e) developed their reading comprehension; and (f) practiced reading numerous TOEIC-type questions.

### **Outline**

English is the language of this course. This is a skill-based course with a goal of developing reading skills in general, and in specific, those beneficial for use on the TOEIC test TOEIC test. Students will participate individually and in pairs in developing the basic test-taking strategies and language skills necessary for achieving better results on the TOEIC reading test. Throughout the semester, students are required to: (a) participate fully in all classes; (b) complete all the classroom tasks; and (c) complete all homework assignments.

Lesson Plans (tentative):

Week 1 Guidance and Reading Test Part 5, Incomplete Sentences (Textbook, Unit 5)

Week 2 Reading Test Part 5, Incomplete Sentences (Textbook, Unit 5)

Week 3 Reading Test Part 6, Text Completion (Textbook, Unit 6)

Week 4 Reading Test Part 6, Text Completion (Textbook, Unit 6)

Week 5 Reading Test Part 7, Reading Comprehension (Textbook, Unit 7)

Week 6 Reading Test Part 7, Reading Comprehension (Textbook, Unit 7)

Week 7 Reading Test Part 7, Reading Comprehension (Textbook, Unit 7)

Week 8 Review and Final Exam

**Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

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A (over80%, less than90%)

B (over 70%, less than80%)

C (over60%, less than70%)

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不可 (less than 60%)」 is an indicator of failure.

### Grading Rate

Final exam 80 %

Other\*\* 20 % (\*\* Class participation, course work, and homework)

(Details of internal assessments will be informed on the first day)

### Textbook

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### Classroom Policy

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## TOEIC PREPARATION III COMMON SYLLABUS

### Topic

Improvement of skills needed for success in the TOEIC listening and reading test

### Objective

The goal of this course is for students to build upon the listening, reading, and test-taking skills developed in quarters 1-2, and demonstrate those abilities on the TOEIC test.

### Learning Outcomes

#### Listening

By the end of this course, students will develop an increased competency in being able to: (a) sometimes infer the central idea, purpose, and basic context of short spoken exchanges; (b) understand the central idea, purpose, and basic context of extended spoken texts; (c) understand details in short spoken exchanges when medium-level vocabulary is used; (d) understand details in extended spoken texts when the information is supported by repetition and when the information comes at the beginning or end of the spoken text; and (e) understand details when the information is slightly paraphrased.

#### Reading

By the end of this course, students will develop an increased competency in being able to: (a) make simple inferences based on a limited amount of text; (b) locate the correct answer to factual questions when the language of the text matches the required information; (c) sometimes connect information within one or two sentences; (d) understand easy vocabulary and some medium-level vocabulary words; and (e) understand common, rule-based grammatical structures and make correct grammatical choices in complex situations.

### Outline

English is the language of this course. This is a skills-based course with a goal of developing listening and reading skills in general, and in specific, those beneficial for use on the TOEIC test. Students will participate individually and in pairs in developing the basic test-taking strategies and language skills necessary for achieving better results on the TOEIC listening and reading test. Activities include, but are not limited

to, intensive listening, cloze test practice, developing grammatical accuracy, silent reading, and reading aloud in English. Throughout the semester, students are required to: (a) participate fully in all classes; (b) complete all the classroom tasks; and (c) complete all homework assignments.

Lesson Plans (tentative):

Week 1 Guidance and Listening Test Part 1 Photographs (Textbook, Unit 8)

Week 2 Listening Test Part 1, Photographs (Textbook, Unit 8)

Week 3 Listening Test Part 2, Question-Response (Textbook, Unit 9)

Week 4 Listening Test Part 2, Question-Response (Textbook, Unit 9)

Week 5 Listening Test Part 5, Incomplete Sentences (Textbook, Unit 12)

Week 6 Listening Test Part 6, Text Completion (Textbook, Unit 13)

Week 7 Listening Test Part 6, Text Completion (Textbook, Unit 13)

Week 8 Review and Final Exam

**Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

S (Academic achievement 90%~100%)

A (over80%, less than90%)

B (over 70%, less than80%)

C (over60%, less than70%)

above grades are indicators of passing,

不可 (less than 60%)」 is an indicator of failure.

Grading Rate

Final exam 80 %

Other\*\* 20 % (\*\* Class participation, course work, and homework)

(Details of internal assessments will be informed on the first day)

**Textbook**

Grant Trew. 2013. *TACTICS FOR THE TOEIC TEST Listening and Reading Test Introductory Course*. (Students must have their own copy.)

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## TOEIC PREPARATION IV COMMON SYLLABUS

### Topic

Further improvement of skills needed for success in the TOEIC listening and reading test

### Objective

The goal of this course is for students to build upon the listening, reading, and test-taking skills developed in quarters 1-3, and demonstrate those abilities on the TOEIC Test.

### Learning Outcomes

#### Listening

By the end of this course, students will be able to: (a) sometimes infer the central idea, purpose, and basic context of short spoken exchanges; (b) understand the central idea, purpose, and basic context of extended spoken texts; (c) understand details in short spoken exchanges when medium-level vocabulary is used; (d) understand details in extended spoken texts when the information is supported by repetition and when the information comes at the beginning or end of the spoken text; and © understand details when the information is slightly paraphrased.

#### Reading

By the end of this course, students will be able to demonstrate an increased ability to: (a) make simple inferences based on a limited amount of text; (b) locate the correct answer to factual questions when the language of the text matches the required information; (c) sometimes connect information within one or two sentences; (d) understand easy vocabulary and some medium-level vocabulary words; and © understand common, rule-based grammatical structures and make correct grammatical choices in complex situations.

### Outline

English is the language of this course. This is a skills-based course with a goal of developing listening and reading skills in general, and in specific, those beneficial for use on the TOEIC test. Students will participate individually and in pairs in developing the basic test-taking strategies and language skills necessary for achieving better results on the TOEIC listening and reading test. Activities include, but are not limited



to, intensive listening, cloze test practice, developing grammatical accuracy, silent reading, and reading aloud in English. Throughout the semester, students are required to: (a) participate fully in all classes; (b) complete all the classroom tasks; and (c) complete all homework assignments.

Lesson Plans (tentative):

Week 1 Guidance and Listening Test Part 3 Conversations (Textbook, Unit 10)

Week 2 Listening Test Part 3, Conversations (Textbook, Unit 10)

Week 3 Listening Test Parts 3 and 4, Conversations and Talks (Textbook, Units 10 and 11)

Week 4 Listening Test Part 4, Talks (Textbook, Unit 11)

Week 5 Listening Test Part 4, Talks (Textbook, Unit 11)

Week 6 Listening Test Part 7, Reading Comprehension (Textbook, Unit 14)

Week 7 Listening Test Part 7, Reading Comprehension (Textbook, Unit 14)

Week 8 Review and Final Exam

**Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

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A (over 80%, less than 90%)

B (over 70%, less than 80%)

C (over 60%, less than 70%)

above grades are indicators of passing,

不可 (less than 60%) is an indicator of failure.

Grading Rate

Official TOEIC Test 80 %

Other\*\* 20 %

\*\* Class participation, course work, and homework

(Details of internal assessments will be informed on the first day)

**Textbook**

Grant Trew. 2013. *TACTICS FOR THE TOEIC TEST Listening and Reading Test Introductory Course*. (Students must have their own copy.)

### **Classroom Policy**

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## **EAP COMMON COURSE CURRICULUM**

### General Outline

#### General Course Description

In EAP courses, students will learn academic English, especially in the area of spoken production (short presentation), spoken interaction (Q+A, Discussion), academic writing (paragraph and essay writing), as well as general academic practices (summarizing and comparing documents and other information, researching, forming and organizing ideas.)

#### General Course Objectives

To help students to develop academic English skills which enable them to take academic courses held in English at universities.

#### General Learning Objectives

At the completion of EAP courses, successful students can do the following in English:

- Conduct a simple research (literature and other media)
- Analyze short articles and video clips
- Generate and organize ideas
- Write paragraphs and essays on chosen topics
- Present and discuss on researched topics

#### Overall Assessment Level Reference

CEFR level	~CEFR A2.1	CEFR A2.2	CEFR B1.1	CEFR B1.2	CEFR B2~
Grade	F	C	B	A	S

## **EAP I COMMON SYLLABUS**

### **Topic**

In this course, students will learn how to develop their own ideas logically in English, focusing on cohesion, coherence, academic vocabulary, text structure and organization, and rhetorical styles in English.

### **Objective**

To help students to learn differences and similarities in text structure and organization between Japanese and English texts.

To enable them to gain skills in developing ideas in a general-to-specific organizational pattern, using listing-order and opinion paragraphs

### **Learning Outcomes**

By the end of this course, students will be able to: (a) develop sufficient writing competence in academic English to manage writing processes, including planning, drafting and revising; (b) obtain skills in generating and expanding ideas through brainstorming and outlining; (c) gain sufficient logical reasoning skills in English to structure and organize a written text coherently and deductively; and (d) develop autonomous language learning skills by self-monitoring writing processes.

### **Outline**

Week 1: Paragraph structure

Week 2: Getting ideas for writing (Brainstorming)

Week 3: Organizing ideas with an outline (Group feedback)

Week 4: Listing-order paragraphs (Submission of mid-term assignment)

Week 5: Feedback session (Individual feedback, error analysis)

Week 6: Brainstorming and outlining with reasons and examples

Week 7: Developing an opinion paragraph with reasons and examples

Week 8: Final exam (Writing 300-word paragraph in class) and Review of Class

### **Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

S (Academic achievement 90%~100%)

A (over80%, less than90%)

B (over 70%, less than80%)

C (over60%, less than70%)

above grades are indicators of passing,

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### Grading Rate

- Classroom activities and assignments (Short paragraphs, outlines, brainstorming, and in-class participation): 20%
- Mid-term written assignment (150-word paragraph and the outline on a given topic. To be submitted in Week 4. This assignment assesses how properly students organize their own text using a topic sentence, supporting sentences and a concluding sentence.): 40%
- Final exam (Writing 300-word paragraph based on the outline which students previously made on a given topic. They are required to describe reasons logically using examples in this exam.): 40%

### **Textbook**

Ann Hogue, *Longman Academic Writing Series 2: Paragraphs*, Third Edition, Pearson Education, 2014.

### **Classroom Policy**

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### **EAP I Assessment Criteria for Mid-term Assignment and Final Exam**

#### **S: 90-100%**

- Well-organized and coherent paragraph with convincing reasons and examples
- Just a few grammatical and spelling mistakes
- Correct paragraph format, properly using indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

#### **A: 80-89%**

- Coherent paragraph with sufficient reasons and examples
- Some grammatical and spelling mistakes
- Correct paragraph format, properly using indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

#### **B: 70-79%**

- Satisfactory paragraph which includes the three main components but insufficient logical development of ideas
- Several grammatical and spelling mistakes
- Incomplete paragraph format, including 1 or 2 minor mistakes in relation to indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

#### **C: 60-69%**

- Incomplete paragraph which includes disorganized paragraph components with insufficient word lengths
- Many grammatical and spelling mistakes
- Incomplete paragraph format, including a few minor mistakes in relation to indent, margins on both sides, double-space, Times New Roman font, and 12 point font size

#### **F: 0-59%**

- Disorganized and incoherent paragraph with one or two missing paragraph components and insufficient word length
- Too many grammatical and spelling mistakes
- Wrong paragraph format with insufficient word length

## EAPI TEACHING PLAN

Students will learn how to develop their own ideas logically in English, focusing on:

### Text structure and organization

- Topic sentence Supporting sentences
- Concluding sentence

### Cohesion and coherence

- Link between sentences
- Smooth flow from the beginning to the end
- In a linear pattern

### Rhetorical styles in English

- Expressing opinions objectively
- Academic vocabulary

### Examples of Classroom Activities and Assignments

#### Homework

- Short paragraphs
- Outlines
- Brainstorming

#### In-class participation

- Answering teacher's questions
- Informal short presentation ( individual/group), and so on.

## SUGGESTED WEEKLY TEACHING PLAN

Week	Content	Chapter
1	Paragraph structure	1&2
2	Getting ideas for writing (Brainstorming)	1&2
3	Organizing ideas with an outline (Group Feedback)	2
4	Listing-order paragraphs (Submission of mid-term assignment)	2
5	Feedback session, reasons and examples (Individual feedback, error analysis)	5
6	Brainstorming and outlining with reasons and examples	5
7	Developing an opinion paragraph with reasons and examples	5
8	Review and Final exam (Writing 300-word paragraph in class)	

## **EAP II COMMON SYLLABUS**

### **Topic**

This course is designed to build students' confidence in oral English through planning, delivering and evaluating public speaking.

### **Objective**

To develop students' skills in planning and delivering informative and opinion speeches.

To enable students to recognize and evaluate key public speaking skills.

To develop students' critical thinking.

### **Learning Outcomes**

By the end of this course, successful students can: (a) plan and deliver informative and opinion speeches, considering aspects related to content, language and delivery; (b) provide critical feedback on their peers' presentations, again in terms of the areas noted above; (c) participate in classroom activities and develop autonomous study skills.

### **Outline**

[Sample Class Format]

Brief introduction to today's topic and objectives

Quiz or exercise based on assignment

(Vocabulary/ grammar / pronunciation practice)

Pairwork/Groupwork

Feedback

Close

[Course Content]

Week 1: Introductory Speech, posture & eye contact

Week 2: Informative Speech 1, gesture & stage position

Week 3: Informative Speech 2, projection & enunciation

Week 4: Informative Speech Presentation - 5 minutes per group & feedback

Week 5: Opinion Speech 1, enunciation & intonation

Week 6: Opinion Speech 2, intonation & phrasing

Week 7: Opinion Speech 3, introducing speakers, Q+A

Week 8: Opinion Speech Presentation - 10 minutes per group and feedback



[Homework]

This will consist of listening/ reading exercises related to the following week's topic, plus related grammar/ vocabulary exercises.

**Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

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A (over80%, less than90%)

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C (over60%, less than70%)

above grades are indicators of passing,

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Grading Rate

- Continual assessment (Students are graded on their participation in classroom activities): 20%
- Informative Speech Presentation (5 min. per group): 20%
- Opinion Speech Presentation(10 min. per group): 30%
- Peer evaluation of Presentations (5% per presentation): 10%
- Homework ( Including submission of a draft/ outline of final presentation): 20%

**Textbook**

Mark D. Stafford, *Successful Presentations: An Interactive Guide*, Cengage Learning, 2012.

**Classroom Policy**

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## EAP II COMMON ASSESSMENT TABLE

	Good(5)	Average(4)	Poor(3)
<b>Organization</b>			
Introduction			
Transition			
Conclusion			
<b>Content</b>			
Appropriate thesis/ main point			
Evidence and explanation to support main points			
Consideration of audience			
Appropriate length			
<b>Fluency and Delivery</b>			
Eye contact			
Voice projection/ tone			
Gesture/ movement/ posture			
Pace/ Use of pause			
Pronunciation/ Intonation			
Use of visuals			
Use of notes			
<b>Language</b>			
Vocabulary			
Grammar			

Gray area is graded per group. White area is graded for each students.

- In order to achieve a similar assessment environment for all classes, students are not allowed to read from their scripts at examination presentations. Prompt cards, posters, outline sheets, or slides could be used to assist their memory.
- Minimum requirements for assessments are a one-minute speech per student (mid-term exam) and a two-minute speech per student (final exam) within a group presentation. However, depending on student level, the following method could be introduced to offer greater challenges to students: Each student within a group prepares the whole group presentation, and just prior to presenting, lots are drawn to decide who presents first, second, third and fourth.
- As part of the Peer Evaluation for both the Midterm and Final group presentations, teachers may also have students choose and rank their top 4 presentations (with reference to the Peer Evaluation Sheet). Additional grades could be awarded to those voted for.

## **EAP II TEACHING PLAN**

### **What is fixed**

- Textbook
- Speech types

Informative

Opinion

- Assessment content
- Grading %
- Teaching method

Active learning

### **What is at teacher's discretion**

- Topics/ Themes
- Weekly content

BUT must cover assessed criteria

- Homework content

BUT will be 1.5 hours per week & include  
preparation for class presentations.

## EAP II SUGGESTED WEEKLY PLAN

Week	Speech type Textbook	Content	Delivery	Language	Optional
1	<b>Introductory Chapter 1/2</b>	Presentation structure & components	Initial impression: -Posture & eye contact -Coping with nervousness Prompt cards	Self-introduction Introducing others	<i>Language for asking &amp; answering simple questions</i>
2	<b>Informative Chapter 3/4</b>	Generating ideas & brainstorming	Building credibility Showing confidence Voice projection	Brainstorming Informing Explaining	<i>Language for asking &amp; answering simple questions</i>
3	<b>Informative Chapter 5</b>	Preparing outlines (for peer evaluation)	Building credibility Showing control Use of pause	Informing Explaining Transition	<i>Language for asking &amp; answering simple questions</i>
4	<b>Informative</b>	<b>Midterm Presentation 5-minute group presentations + peer evaluation (using assessment sheet)</b>			<i>Written reflection on performance in midterm exam Q &amp; A</i>
5	<b>Opinion Chapter 6</b>	Generating ideas Structure & organisation	Establishing rapport Movement & gesture	Expressing opinions Giving reasons Explanation	
6	<b>Opinion Chapter 7</b>	Preparing outlines Logical order	Drawing audience Showing	Expressing opinions Giving reasons	<i>Language for agreeing/ disagreeing &amp;</i>

		(e.g. general to specific)	enthusiasm	Explanation Introduction	<i>counterargument</i>
<b>7</b>	<b>Opinion Chapter 8</b>	Effective details (example, anecdote & narrative)	Drawing audience Varying voice	Expressing opinions Giving reasons Explanation Conclusion	<i>Language for agreeing/ disagreeing &amp; counterargument</i>
<b>8</b>	<b>Opinion</b>	<b>Final Presentation 10-minute group presentation + peer evaluation (using assessment sheet)</b>			Q & A

- For teachers unfamiliar with teaching public speaking skills, it is suggested that they visit edX, where free online courses covering much of the content proposed here are available. It can be accessed through the following link:  
<https://www.edx.org/course/introduction-public-speaking-uwashingtonx-comm220x2>
- EAP I and EAP II follow loosely similar content, namely informative and opinion passages. Therefore, instructors of EAP I and EAPII teaching the same set of students may cooperate with each other to devise a cohesive lesson plan.

### **EAP III COMMON SYLLABUS**

#### **Topic**

In this course, students will integrate the skills learned in EAP 1 and EAP 2 and apply them in the analysis of an academic topic or contemporary social issue.

#### **Objective**

To enable students to express individual reactions and opinions on debatable topics in the form of one-paragraph written summary and response.

To aid students to develop analytical perspectives through writing of a comparison essay.

To help students improve interactional skills to orally respond to questions about the content of a reading or lecture.

#### **Learning Outcomes**

Students who have completed the course can: (a) write a summary which gives a clear picture of the original text; (b) objectively summarize, critically respond to, and compare the arguments provided in the material; (c) state their understandings, reactions and opinions in English with confidence.

#### **Outline**

The three graded activities of this course include:

- 1) An outline and summary based on a reading, lecture, or video (150 words)
- 2) A “critical response paper” that includes a summary of arguments and objective reactions to a reading (200 words)
- 3) An informed “comparison essay” that analyzes and compares at least two sides of a problem or argument (250 words).

These graded activities will be completed “at home,” and must be typed, printed, and formatted based on instructor’s directions.

Week 1: Introduction to class. Review essay structure. Distribute Material 1 to students and introduce Activity 1

Week 2: Discussion of Material 1 (Review objectives and format of Activity 1)

Week 3: Distribute Material 2 and introduce Activity 2 (Hand in Activity 1)

Week 4: Discussion of Material 2 (Review objectives and format of Activity 2)

Week 5: Distribute Material 3 and introduce Activity 3 (Hand in Activity 2)



Week 6: Discussion of Material 3 (Review objectives and format of Activity 3)

Week 7: Group work for Activity 3

Week 8: Review of class (Hand in Activity 3)

Graded homework and in-class activities will also be assigned at the discretion of the instructor.

### **Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

S (Academic achievement 90%~100%)

A (over80%, less than90%)

B (over 70%, less than80%)

C (over60%, less than70%)

above grades are indicators of passing,

不可 (less than 60%)」 is an indicator of failure.

### Grading Rate

Participation and Homework: 25%

Activity 1 (150 word outline and summary): 25%

Activity 2 (200 word critical response paper): 25%

Activity 3 (300 word comparison essay): 25%

\*Each activity is graded based on a common rubric.

### **Teaching Materials**

The graded activities will be based on three different materials provided by the instructor: these may take the form of readings (600-1200 words), lectures (10-20 minutes), or videos (3-10 minutes.) The instructor may use a textbook for the course. For textbook information, look at the CO-OP Textbook List for the third quarter under the name of the instructor. If a textbook is set, please buy it in advance, and bring it to the first lesson.

### **Classroom Policy**

Plagiarism will not be tolerated, and when found, those who have engaged in such an act will be referred to the University Disciplinary Committee.

If a student arrives later than 10 minutes into a class, their attendance will be marked

as “Late Arrival.” Late students will have marks deducted from their class participation points.

If a student is absent from class three times, his/her grade will be shown as 放棄 (withdrawal).

If a student does not take a final examination, but he or she fulfills the attendance criteria stated above, grades will be decided according to the stated assessment criteria. (Points for the final examination will be counted as 0 point.)

If a student does not take a final examination for a reason which the student regards as legitimate, he/she can submit the reason to the Gakumu-kakari. The Gakumu-kakari and the head of section will then decide whether the student is eligible to retake the examination.

### EAP III /IV COMMON ASSESSMENT RUBRIC

	<b>S</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Summary</b>	Well-organized and coherent paragraph; main points and figures are fully covered in an integrated way; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; indispensable points and figures are covered in an integrated way; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; mere listing of indispensable points; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; covers only one part of the content; contains run-ons and fragments with many grammatical errors.	Shows no intention of summarizing; mere description of a single event and/or the writer's own feelings; too many grammatical errors and unintelligible sentences.
<b>Response paper</b>	Well-organized and coherent paragraph; explains the logic of the argument; critical/objective response; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; covers the main point of the argument; shows an effort to be critical or objective; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; shows a fair understanding of the argument; subjective response; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; shows a partial understanding of the argument; too simple and subjective response; contains run-ons and fragments with many grammatical errors.	Shows no understanding of the argument; no thoughts are given to the argument; too many grammatical errors and unintelligible sentences.

<b>Essay</b>	Well-organized and coherent essay; main points are fully and logically elaborated; well-constructed and clear sentences with a few grammatical errors; correct format.	Coherent essay; main points are supported by appropriate examples and/or reasons; well-constructed sentences with some grammatical errors; only a few format errors.	Satisfactory essay; room for more supporting details; awkward sentences with some noticeable grammatical errors; incomplete format.	Incomplete essay; shows no effort to elaborate; contains run-ons and fragments with many grammatical errors; incomplete format.	Disorganized essay; no sign of outlining and revision; too many grammatical errors and unintelligible sentences; wrong format.
	<b>S</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

### EAP III SAMPLE TEACHING PLAN

In EAP III, students write (1) an outline and summary based on a reading, lecture, or video (150 words), (2) a critical response paper that includes a summary of arguments and objective reactions to a reading (200 words), and (3) an informed comparison essay that analyzes and compares at least two sides of a problem or argument (250 words).

The instructor can choose specific themes for these writing activities based on his/her interest and expertise. This means that, in addition to giving language instructions, the instructor is expected to guide students with questions and feedbacks, as well as to have them talk to each other, so they can develop more in-depth, critical, and multiple views on the theme.

Each activity consists of introduction, discussion, and a written assignment to be submitted in the subsequent class, as shown below and in the syllabus.

#### Course schedule

Week 1: Introduction to Class. Review essay structure. Distribute Material 1 to students and introduce Activity 1

Week 2: Discussion of Material 1 (Review objectives and format of Activity 1)

Week 3: Distribute Material 2 and introduce Activity 2 (Hand in ACTIVITY 1)

Week 4: Discussion of Material 2 (Review objective and format of Activity 2)

Week 5: Distribute Material 3 and introduce Activity 3 (Hand in ACTIVITY 2)

Week 6: Discussion of Material 3 (Review objective and format of Activity 3)

Week 7: Group work for Activity 3

Week 8: Review of class (Hand in ACTIVITY 3)

\*Discussion means lectures, short written quizzes, question and answer sessions, group work, sharing related information, or any other method.

For example, “Voting age in Japan”, in which students may have a strong sense of ownership, could be one of the appropriate themes for Activity 2 and Activity 3. For this theme, the instructor might give students two on-line news articles written from different angles.

#### Material 2:

【The Asahi Shimbun】 EDITORIAL: Lowering voting age crucial for future of Japan’s democracy (587 words)  
(<http://ajw.asahi.com/article/views/editorial/AJ201412050027>)

#### Material 3:

【Japan Times】 Will lower voting age bring youths to polls? (969 words)

(<http://www.japantimes.co.jp/news/2015/07/02/national/politics-diplomacy/will-lower-voting-age-bring-youths-polls/#.VgnmoPntlBc>)

One possible way to teach Week 3 and Week 4 using Material 2 is as follows.

### **Week 3: Distribute Material 2 and introduce Activity 2**

(Warm up)

- Speaking exercise

(Pair/small group discussions, followed by a whole class discussion)

Questions:

- Did you vote in the last House of Councillors election?
- What did you feel about having a right to vote? Did it change the way you feel about yourself in any way?
- Do you think lowering the voting age was a good decision for Japan?

(Distribute Material 2)

【The Asahi Shimbun】 EDITORIAL: Lowering voting age crucial for future of Japan's democracy

- In-class vocabulary activity

(Homework)

- Read the article carefully, and identify the stance of the writer.

### **Week 4: Discussion of Material 2**

(Warm up)

- Speaking exercise

(Pair/small group discussions, followed by a whole class discussion)

- What stance does this article take on the issue?

Agree / Disagree

Why? What are the reasons?

- What stance would you take on this article?

Agree / Disagree      Critical / Sympathetic

Why? What are the reasons?

(Individual activity)

- Review the objective and format of Activity 2. (Done by the instructor)
- Make an outline of your critical response paper.

(Homework)

Write a critical response paper based on the reading and in-class discussion.

There may be no perfect, works-for-every-class teaching plan. But instructors should always remember that the goal of EAP III is to integrate the skills learned in EAP I and EAP II, and apply them in the analysis of an academic topic or contemporary social issue, which certainly requires students' active alignment with the theme covered. In that sense, whether students can use English with a sense of engagement, and whether the instructor can actually provide students with a class environment where such use of English is encouraged are the keys to the success of the course.

### NOTES ON MATERIALS FOR EAP III & IV

Materials for EAP 3 and EAP 4, which may include news articles, excerpts from books, and other materials from open resources, will be chosen and assigned by the instructor.

In the course of our curriculum development, we are planning to create a collection of different materials contributed by instructors in order to allow sharing of ideas and resources.

Instructors can use a textbook based on his/her preferences. Options may include (but not limited to) the following.

Title	Author(s)	Publisher
Debating Current Issues	Toru Nishimoto Beryl Hawkins	Seibido
Both Sides Now: A Study of Controversial Issues	Toru Nishimoto Benjamin Porter	Seibido
Two Sides to Every Discussion	Jonathan Lynch, Kotaro Shitori	Seibido
Decide for Yourself	Roberto Rabbini	Cengage Learning
Pro and Cons: Discussing Today's Controversial Issues	Ichizo Ueda, Toshiko Ueda, Chiaki Taoka, Eri Yoneoka	Cengage Learning
Hot Topics	Cheryl Pavlik	HEINLE

## **EAP IV COMMON SYLLABUS**

### **Topic**

In this course, students will integrate the skills learned in EAP I/II/III and apply them in the analysis of an academic topic or contemporary social issue.

### **Objective**

In this final course of EAP, students will incorporate the skills learned in EAP classes to write a 5-paragraph argumentative essay on an academic topic or contemporary social issue. The course requires critically engaging in materials and expressing informed opinions in organized ways. It will also involve student research.

### **Learning Outcomes**

Students who have completed the course can: (a) write an essay which discusses different perspectives and problems on a given topic; (b) find resources related to a given topic, and integrate them into their own opinions; and (c) respond in English to questions about the content of the reading or lecture with confidence and fluency.

### **Outline**

The assignments for this class include:

- 1) the final 5-paragraph argumentative essay (500-600 words) and three activities that are incorporated into the final essay, including
- 2) an individual summary of a reading (100-130 words)
- 3) a group summary of a reading (100-130 words)
- 4) group summary of readings researched by students (100-130 words). The final essay will be completed “at home” and must be typed, printed, and formatted based on instructor’s directions. Other graded activities will be completed and turned in during class.

The specific topic for the class and final essay will depend upon the specialization and expertise of the instructor. In principle, the essay will be on a topic that requires students to analyze and compare multiple perspectives. The instructor will provide two readings (800-2000 words) that will form the basic content for the essay. Students will conduct research to find an additional reading to be used in the essay.

Week 1: Introduction to class. Introduction of essay structure. Distribute Material 1

Week 2: Discussion of Material 1



Week 3: Discussion of Material 1 and in-class completion of Activity 1. Distribute Material 2 (Hand in Activity 1)

Week 4: Discussion of Material 2

Week 5: Discussion of Material 2 (Hand in Activity 2)

Week 6: Group discussion of researched materials

Week 7: Group discussion and summary writing (Hand in Activity 3)

Week 8: Review of class (Hand in Final Essay)

### **Grading Method** (Standard rating method)

Grade will be decided holistically as below, based on the following terms/rates.

S (Academic achievement 90%~100%)

A (over 80%, less than 90%)

B (over 70%, less than 80%)

C (over 60%, less than 70%)

above grades are indicators of passing,

不可 (less than 60%) is an indicator of failure.

### Grading Rate

Participation and Homework: 20%

Activity 1 (100-130 word Summary 1): 15%

Activity 2 (100-130 word Summary 2): 15%

Activity 3 (100-130 word Summary 3): 15%

Final Essay (500-600 words): 35%

\*Each activity and the final essay are graded based on a common rubric.

### **Teaching Materials**

The instructor will provide two readings (800-2000 words) that will form the basic content for the essay. Students will conduct research to find an additional reading to be used in the essay. The instructor may use a textbook for the course. For textbook information, look at the CO-OP Textbook List for the forth quarter under the name of the instructor. If a textbook is set, please buy it in advance, and bring it to the class.

### **Classroom Policy**

Plagiarism will not be tolerated, and when found, those who have engaged in such an act will be referred to the University Disciplinary Committee.

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## EAP III /IV COMMON ASSESSMENT RUBRIC

	<b>S</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Summary</b>	Well-organized and coherent paragraph; main points and figures are fully covered in an integrated way; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; indispensable points and figures are covered in an integrated way; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; mere listing of indispensable points; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; covers only one part of the content; contains run-ons and fragments with many grammatical errors.	Shows no intention of summarizing; mere description of a single event and/or the writer's own feelings; too many grammatical errors and unintelligible sentences.
<b>Response paper</b>	Well-organized and coherent paragraph; explains the logic of the argument; critical/objective response; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; covers the main point of the argument; shows an effort to be critical or objective; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; shows a fair understanding of the argument; subjective response; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; shows a partial understanding of the argument; too simple and subjective response; contains run-ons and fragments with many grammatical errors.	Shows no understanding of the argument; no thoughts are given to the argument; too many grammatical errors and unintelligible sentences.

<b>Essay</b>	Well-organized and coherent essay; main points are fully and logically elaborated; well-constructed and clear sentences with a few grammatical errors; correct format.	Coherent essay; main points are supported by appropriate examples and/or reasons; well-constructed sentences with some grammatical errors; only a few format errors.	Satisfactory essay; room for more supporting details; awkward sentences with some noticeable grammatical errors; incomplete format.	Incomplete essay; shows no effort to elaborate; contains run-ons and fragments with many grammatical errors; incomplete format.	Disorganized essay; no sign of outlining and revision; too many grammatical errors and unintelligible sentences; wrong format.
	<b>S</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

## EAP 4 SAMPLE WEEKLY TEACHING PLANS AND MATERIALS

### **Essay Theme: Should Selling Organs Be Legal in Japan?**

(Sample Class for Medical Students)

In this course, students write a 5-paragraph essay that answers the above question. The students are provided two articles relating to the “kidney trade.”<sup>2</sup> The first article looks at current conditions of the illegal trade in kidneys throughout the world—arguing that the way to combat the trade is through improvement in preventative health care and increasing donors. The second article makes an argument that making a legal market to sell kidneys would solve three problems. It would: 1) increase donors; 2) reduce national medical costs; and 3) reduce problems of exploitation. The students are required to research a third article relating to organ trade or transplantation problems in Japan.

### **Essay Outline**

#### *Introduction*

- What is the issue you are writing about?
- Why is this issue important? (e.g. lack of donors, exploitation)
- What specifically did you look at? (overview of the three articles reviewed below)

#### *Body*

##### A. “Illicit Kidney Trade Booms

- What is the article you are summarizing?
- What is the issue or problem the author looking at?
- What are the important examples or evidence introduced by author?
- What is the author’s conclusion or view on the problem?

##### B. “Why Selling Kidneys Should Be Legal”

##### C. Student Researched Article

#### *Conclusion*

- What was the problem you looked at?
- What were the important conclusions from the readings?
- What is your view on this problem? (referencing the examples from the body)

### **Sample Course Outline**

WEEK 1: Introduction to class: Introduction to 5-paragraph argumentative essay—Lecture on essay topic –Homework to read first article.

WEEK 2: Class discussion of article: Give students comprehension questions –students find answers to question in groups –review student answers to questions – lecture on

how to write summary – have students work on summaries in groups – homework to finish Japanese language summary of article

WEEK 3: Review Japanese summaries in groups –rewrite summary as a group – rewrite summary in English – Homework to finish English summary and read second article and write summary in Japanese.

WEEK 4: Class discussion on article; Give students comprehension questions – students find answers to questions individually or in groups – review student answers to questions – students review each others Japanese summaries and rewrite as group in Japanese and/or in English – Homework to finish summary in English and search for appropriate article for third paragraph.

WEEK 5: Students work in groups to choose one article to summarize for third paragraph – students write summary in Japanese and/or English – Prepare 2-3 minute presentation for next class – Homework to prepare for presentation in next class.

WEEK 6: Students present 2-3 minutes summarizing the article they reviewed – lecture on how to write Introduction and Conclusion – Students discuss in groups on the content of Introduction and Conclusion. Homework to write/print out complete body

WEEK 7: Students work individually or in groups to complete essay – Students review and edit each other's essays – Instructor looks over and provides individual feedback on essays during class – Homework: finish essay

WEEK 8: Students hand in final essay – Class time devoted to practice of editing essays (instructor will provide sample essay for students to edit)

## **Materials**

The Guardian: Denis Campbell and Nicola Davison Sunday 27 May 2012

The New York Times – The Opinion Pages OP-ED CONTRIBUTOR by Alexander Berger, Dec. 5 2011

## **Essay Theme: Are All Japanese Traditions Invented?**

(Sample Class for Humanities Students)

## **Materials**

“Japan spreads the satoyama message” by Matthew Knight for CNN

## **OTHER ONLINE VIDEO RESOURCES**

<http://ku2.bloxi.jp/video-project-2014.html> <http://ku2.bloxi.jp/video-project-2015.html>