

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	EFAE010		
Course Title	English for Academic Excellence (EAE): A		
Prerequisites	None		
Course Instructor	TOMA Masahiro	Year Available (Grade Level)	1
Subject Area	English for Academic Excellence	Number of Credits	15
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>Course Description English for Academic Excellence (EAE) A consists of five core components and will also be closely integrated with the Self-Directed Practice course conducted in the Language Acquisition Center (the LAC). The five course components are: Reading, Writing, Listening/Speaking, Content-Based Learning, and Testing Practice. These courses are taught and evaluated independently of each other, but are closely connected in respect to materials, methods and course content. Some activities overlap two or more of the components, but concentrate on different aspects of the language-learning process. EAE is a "program," and not just a collection of separate courses. EAE A course targets low-to-mid intermediate level students and will introduce the fundamentals of the English level with a focus on academic English. For this reason, course content is carefully selected to build not only English proficiency and functional academic ability, but also a knowledge base, constructive discussion skills, and presentation skills that students will need to succeed in the International College of Liberal Arts (the iCLA). In preparing students for the future goal of study abroad where TOEFL scores often are an ITP 550 or an IELTS 6.5, the EAE will administer regular proficiency tests, which include in-house proficiency instruments in reading and writing. The medium of instruction is English.</p>
Class plan based on course evaluation from previous academic year	A small group discussion on linguistic as well as cultural matters will be systematically implemented in each class, which has been found effective based on the feedback from the previous students.
Course related to the instructor's practical experience (Summary of experience)	N/A
Learning Goals	<p>Course Objectives The broad objectives of the course are twofold: 1) to bring students to an ITP TOEFL score of around 460 and an IELTS score of 4.5 (all the bands), or its equivalent on other standard measurements and in-house essay/reading exam, 2) to prepare students to perform academic tasks within the limit of their proficiency levels, such as paragraph level writing in multiple genre, and acquiring reading skills of at least an intermediate level proficiency. More specifically, students will....</p> <ul style="list-style-type: none"> •Improve English writing and reading fluency. •Understand various kinds of written texts. •Present facts, feelings, and opinions in written English. •Learn PQR3 (previewing, questioning, reading reciting reviewing) •Improve reading fluency: reading faster with better comprehension. •Become self-directed in thinking, reading, writing and revising practices. •Recognize, understand and analyze the basic organization of a paragraph. •Expand vocabulary through various vocabulary-building techniques. •Present facts, feelings, and opinions in written English at the sentence level. •Read for main ideas and supporting details. •Begin to acquire schema for reading comprehension of academic texts. •Learn the concept of genre and the organization of different rhetorical modes. •Understand and write more complex responses to written texts, for example, paragraph length summaries and responses. •Learn basic principle and practice of peer review for paragraph structure, content and grammatical accuracy. •Learn to understand and write with basic essay form •Learn to think critically at a more complicated level and express and defend opinions at intermediate stages of complexity. •Speak informally and semi-formally on simple topics •Practice presentation skills at a basic level. •Understand basic academic lectures and audio materials •Respond to controversial topics with pros and cons

iCLA Diploma Policy	DP1
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Flipped Classroom/Discussion, Debate/Group Work/Presentation				
More details/supplemental information on Active Learning Methods	N/A				
Use of ICT	-MS forms -Google forms -Google classroom				
Contents of class preparation and review	-Preparation of the contents, vocabulary, and structures to be covered in class. -Review of what is covered in the classes and working on the assignments given in each class.	Hours expected to be spent preparing for class (hours per week)	12 hours or more	Hours expected to be spent on class review (hours per week)	12 hours or more
Feedback Methods	Feedback on every assignment/quiz/test will be provided orally and/or a written form depending on the nature of the item being assessed.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Active Participation	10%	Attitude(positive, cooperative, constructive, creative, etc.)
Homework	30%	Accuracy, Quality, Cooperation, Creativity
In-class work(quizzes, presentations, in-class writings)	30%	Accuracy, Quality, Creativity, Cooperation
Assignments and tasks designed for each class	30%	Accuracy, Quality, Creativity

Required Textbook(s)	Reflect 4: Reading and Writing Pathways III: Reading, Writing and Critical Thinking Pathways III: Listening, Speaking and Critical Thinking The Heinemann TOEFL Preparation Course English Grammar in Use (5th Edition) Extensive Handouts, Extended Reading Library
Other Reading Materials/URL	N/A
Plagiarism Policy	Academic Honesty Policy The instructor of this class takes the issue of academic honesty very seriously. All students' homework/assessments should be his/her own work alone. No outside help whatsoever is permitted beyond those specified by the instructor. If a student is unsure whether something constitutes a breach or not, it is his/her responsibility to consult with the instructor before submitting the assessment. All breaches of the policy, regardless of the circumstances, will be addressed according to university policies. Please make sure to familiarize yourself with academic honesty policies in the iCLA students' guidebook before the first assessment.
Other Additional Notes (Outline crucial policies and info not mentioned above)	Remember that it is very important to read the "EAE & LAC Student Handbook" carefully.

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts; SQR3 (Survey, Question, Read, Recite, Review); WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction: Diagnostic test for TOEFL Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students' reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of
Class 2	RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts; SQR3 (Survey, Question, Read, Recite, Review); WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction: Diagnostic test for TOEFL Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students' reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of
Class 3	RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts; SQR3 (Survey, Question, Read, Recite, Review); WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction: Diagnostic test for TOEFL Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students' reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of

Class 4	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3 (Survey, Question, Read, Recite, Review);</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form</p> <p>S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPCourse introduction: Diagnostic test for TOEFL</p> <p>Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students' reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of</p>
Class 5	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3 (Survey, Question, Read, Recite, Review);</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form</p> <p>S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPCourse introduction: Diagnostic test for TOEFL</p> <p>Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students' reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of</p>
Class 6	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3 (Survey, Question, Read, Recite, Review);</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form</p> <p>S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPCourse introduction: Diagnostic test for TOEFL</p>
Class 7	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3 (Survey, Question, Read, Recite, Review);</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form</p> <p>S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPCourse introduction: Diagnostic test for TOEFL</p>
Class 8	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3 (Survey, Question, Read, Recite, Review);</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form</p> <p>S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPCourse introduction: Diagnostic test for TOEFL</p>
Class 9	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3 (Survey, Question, Read, Recite, Review);</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form</p> <p>S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPCourse introduction: Diagnostic test for TOEFL</p>
Class 10	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3 (Survey, Question, Read, Recite, Review);</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: reviewing paragraph form</p> <p>S/LIntroduction to greetings and classroom language: dictation: self-description: listening for main ideas: checking predictions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPCourse introduction: Diagnostic test for TOEFL</p>
Class 11	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3: vocabulary study cards</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: writing a paragraph about yourself</p> <p>S/LSpeaking and writing about our world: asking questions: interviewing your partner: dictation</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 12	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts: SQR3: vocabulary study cards</p> <p>WFree writing: introduction and review of the clause and sentence; writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments: writing a paragraph about yourself</p> <p>S/LSpeaking and writing about our world: asking questions: interviewing your partner: dictation</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>

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Class 42	<p>RSQR3; vocabulary study cards; getting the main idea and supporting details from texts; extensive reading small group reports; practice</p> <p>in synthesis: responding to texts and photos; identifying fact and speculation</p> <p>WW Free writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and</p> <p>sentence separation: avoiding run-ons and fragments; introduction to paraphrase; peer review and revising; editing practice; writing a</p> <p>definition paragraph</p> <p>S/LListening to a conversation; listening for main ideas and details; discussing activities and plans; asking questions; showing interest;</p> <p>presentation: making eye contact; asking for questions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 43	<p>RSQR3; vocabulary study cards; getting the main idea and supporting details from texts; extensive reading small group reports; practice</p> <p>in synthesis: responding to texts and photos; identifying fact and speculation</p> <p>WW Free writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and</p> <p>sentence separation: avoiding run-ons and fragments; introduction to paraphrase; peer review and revising; editing practice; writing a</p> <p>definition paragraph</p> <p>S/LListening to a conversation; listening for main ideas and details; discussing activities and plans; asking questions; showing interest;</p> <p>presentation: making eye contact; asking for questions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 44	<p>RSQR3; vocabulary study cards; getting the main idea and supporting details from texts; extensive reading small group reports; practice</p> <p>in synthesis: responding to texts and photos; identifying fact and speculation</p> <p>WW Free writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and</p> <p>sentence separation: avoiding run-ons and fragments; introduction to paraphrase; peer review and revising; editing practice; writing a</p> <p>definition paragraph</p> <p>S/LListening to a conversation; listening for main ideas and details; discussing activities and plans; asking questions; showing interest;</p> <p>presentation: making eye contact; asking for questions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 45	<p>RSQR3; vocabulary study cards; getting the main idea and supporting details from texts; extensive reading small group reports; practice</p> <p>in synthesis: responding to texts and photos; identifying fact and speculation</p> <p>WW Free writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and</p> <p>sentence separation: avoiding run-ons and fragments; introduction to paraphrase; peer review and revising; editing practice; writing a</p> <p>definition paragraph</p> <p>S/LListening to a conversation; listening for main ideas and details; discussing activities and plans; asking questions; showing interest;</p> <p>presentation: making eye contact; asking for questions</p> <p>CBLReading and hearing about several topics: main ideas and Supporting details</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>