Miyazaki International College

Course Syllabus

(Fall Semester 2020)

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| Course Title (Credits) | History and Language of the British Isles |
| Course Designation for TC | ASE 362 |
| Content Teacher | |
| Instructor | Felix A. Jiménez Botta, PhD. |
| E-mail address | [fjimenez@sky.miyazaki-mic.ac.jp](mailto:fjimenez@sky.miyazaki-mic.ac.jp) |
| Office/Ext | Office 221 |
| Office hours | T­–R, 3:30 – 5 PM. |

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| Course Description: | | |
| The primary focus of this course will be to trace the history of the British Isles and the English language from its origins to Shakespeare. Students will learn about the context in which the English language developed and identify key events and developments in British History. We will also be focusing on the contribution of peoples and places beyond the British Isles to Great Britain’s history and its language.  This course is about history. By the end of the course, students will have made significant improvements in their understanding of what history is, what historians do, and in their ability to use and manipulate academic English. They will also be expected to be able to think critically about developments in history, language, and culture. | | |
| Course Objectives: | | |
| The course aims to help you to do the following in each class session:  -Help you to level up your critical reading skills and develop your vocabulary.  -Guide you in asking as well as answering *good* questions.  -Heighten your mastery of communication (writing, listening, presenting).  -Increase your overall proficiency in analysis and discussion.  -Enhance your understanding of the history of the British Isles  -Level up your ability to create, develop, and test original arguments. | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction to the Course,  Syllabus,  Geography | Student Profile Sheet Handout,  Syllabus review, and reviewing of map of the British Isles. |
| 2 | Stone Age Britain | Who were the first inhabitants of the British Isles?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 3 | Roman Britain | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 4 | Roman Britain | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 5 | Roman Britain | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 6 | Roman Britain | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work, Listening to religious music |
| 7 | Christianity | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work, |
| 8 | Christianity | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 9 | The Germanic ‘Invasions’ | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 10 | The Germanic ‘Invasions’ | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 11 | The Vikings | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 12 | King Alfred and Wessex | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 13 | King Alfred and Wessex | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 14 | Norman Invasion | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 15 | Norman England | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 16 | MIDTERM EXAMINATION |  |
| 17 | King John and the Magna Charta | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 18 | The Hundred Year’s War | How and why did the British Empire grow in the 19th century?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |

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| 19 | People’s Lives in Medieval England | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 20 | The Canterbury Tales | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 21 | The Canterbury Tales | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 22 | The Reformation | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 23 | The Reformation | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 24 | Elizabethan Era | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 25 | Elizabethan Era | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 26 | Reading Shakespeare | British culture in the 1960s-70s  Worksheet, Think-Pair-Share (TPS), Group Work, |
| 27 | Reading Shakespeare | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 28 | Reading Shakespeare | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 29 | Reading Shakespeare | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 30 | Recap for Final Exam | **Bring Questions!** |
|  | Final Exam |  |
| Required Materials: | | |
| * Folder for Handouts * B5 Notebook * Coloring Pencils * Your instructor will provide you with all the other necessary materials. | | |
| Course Policies | | |

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| Course Policies |
| **Attendance:** Discussion is key and many activities will be completed in class, therefore participation is vital to this course. If you are not in class, you cannot earn participation points for the day for class discussion or take quizzes. Do not schedule meetings or routine appointments during class. Everyone is expected to thoughtfully add to our dialogue both in the classroom and in our online discussions.  Each unexcused absence is one point off the course grade. More than 5 absences, and you will have to drop the course.    **Academic Honesty:**  It is **essential** that you use your own ideas in this class and submit your own work in this class.   * **Plagiarism** is the presentation of someone else’s work as your own, whether it be direct, undocumented quotation of words, phrases or sentences, or undocumented paraphrasing of original ideas, thoughts or content. Neglecting to acknowledge sources for outside material is a serious offense and will result in failure of the assignment and possibly the course. * Properly citing other authors is important; **do not** **copy** ideas from other people or books and pass them off as your own. If you do, you will fail.   **Office Hours:** You don’t need an appointment for regularly scheduled office hours. In fact, you are encouraged to come and talk to Dr. Jimenez about the class, assignments, readings, and so on. If you have questions, concerns, or comments, this is a great time to discuss them. If you can’t make it to office hours, you can email to make an appointment (please wait for a response). As with all emails, I will reply within one business day.  **Questions**: If questions or concerns related to this course arise, please feel free to discuss them with Dr. Jimenez during office hours, by appointment, or by email. Any questions or concerns regarding an assignment grade received must be discussed in person within **ten** business days after receiving the grade. **Please do not wait until the end of the semester to raise concerns about grades.**  **Problems**: If you have a problem or a health concern (concentration issues, need extra accommodations, etc.), come and speak with me at the start of the semester. If you have any other problems that impede your ability to complete assignments or attend class, please speak with me right away. If you have spoken to me and your problem persists, please contact Dean Passos: [apassos@sky.miyazaki-mic.ac.jp](mailto:apassos@sky.miyazaki-mic.ac.jp).  **No harassment** **of any kind will be tolerated.** Discrimination on the basis of race, creed, color, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited. Please be respectful of others. As some of our course material is controversial or sensitive and may contain adult content, respectful discussion is especially crucial. Dr. Jimenez reserves the right to ask anyone to leave at any time. |
| Class Preparation and Review |
| Students are expected to spend at least one hour preparing for every hour of lesson time and one hour reviewing and doing homework. As we will spend three hours per week together, you should be spending at least six hours per week on class preparation and review.  ***You need to read and understand the assignment before coming to class*.** In class we will go beyond **what** is happening to look at the **how** and **why** and **so what.**   * Before Class: Think about the texts. Come to class with *questions*, *comments*, and *opinions* about the reading. * After Class: Review. Go over your notes from class and from your reading. When you review, pay close attention to new vocabulary and concepts. |
| Grades and Grading Standards |
| All assignments should be typed and submitted per the instructions on the assignment sheet. Back up your work and save often. Technology can cause trouble; don’t let it hurt your grade. Dr. Jimenez will only accept emailed assignments with prior approval. Late work will be penalized. Work that is submitted late *may not* be accepted. Detailed assignment sheets outlining expectations for projects, responses, reflections, presentations, and so on will be given to you in class and will be available on our class website.    **On assignments:**  **100-90: A** grade  **80-89: B** grade  **70-79: C** grade  **60-69: D** grade  **0-59: F** grade  **Grades will be broken down as follows:**  Participation and In-class assignments: **25%**  Worksheets: **30 %**  Midterm Examination: **20%**  Final Examination: **25%** |
| Methods of Feedback: |
| In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, rubric, etc. |
| Diploma Policy Objectives: |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  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 English  5: Proficiency in the use of information technology |
| Notes: |
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