Miyazaki International College

Course Syllabus

(SPRING 2020)

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| Course Title ( Credits ) | LIB101: Introduction to Liberal Arts (2 Credits) |
| Course Designation for TC | N/A |
| Language Teacher |
| Instructor | Cathrine-Mette Mork |
| E-mail address | cmork@sky-miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-303  |
| Office hours | Tuesdays 13:00-16:00 |

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| Course Description: |
| This course will help students become familiar with tertiary-level study methods through English. In addition to basic study skills that students can use in all their subsequent classes at MIC, students will learn about the liberal arts tradition on which MIC is grounded, and examine some of the disciplines that they may study in their time at MIC.  |
| Course Objectives: |
| Upon completion of this course, successful students should:Content Objectives: * Be familiar with the disciplines and subject matter of the liberal arts;
* Have developed study skills necessary for success in college life;
* Have learned how to use the e-portfolio system with Mahara.

Language Objectives* Be able to use language of control (primarily to solicit and clarify meaning)
* Be able to participate in discussions in English, including asking questions to clarify understanding;
* Know how to write effective emails in English;
* Be able to use shorthand to take notes from readings and lectures.

Critical Thinking Objectives* Understand the value of studying the liberal arts, and its connection to the notion of freedom;
* Be able to understand and evaluate ideas from different disciplinary perspectives;
* Know what it means to take responsibility for their own learning, and put this into practice;

Know how to take effective notes by identifying salient information from texts or lectures. |
| Teaching Methodology: |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:

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| Active Learning Teaching Strategy | Course Schedule |
| 1. Interactive Lectures with note-taking
 | *Most classes* |
| 1. Spoken summaries/ paraphrases
 | *Most classes* |
| 1. Self-Assessment and Peer Review
 | *Last few classes* |
| 1. Pair & Group work
 | *Most classes* |
| 1. Presentations
 | *Last class* |
| 1. Journals (summaries/paraphrases)
 | *Regular homework* |
| 1. Content review quizzes
 | *Most classes* |

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| Course Schedule |
| Lesson | Topic | Content/Activities |
| 1 | Course introduction  | **Overview of the course - lecture** (syllabus, ice-breaker, rules & expectations, control language), Assignments for next class: 1. Login to morksensei.teachable.com LIB101 course and get familiar; remember earphones & smartphone for any face to face (not online) classes
2. Watch control language video; fill in downloaded control language worksheet & upload to Moodle
3. Download recommended apps, make QUIZLET account (optional)
4. Make list of 3 things you should and 3 things you shouldn’t do in formal emails in MS Word doc and upload it to Moodle. Also print it out for next class to share with classmates.
5. Review for quiz on syllabus, “rules and expectations”
6. Research “spaced repetition” in English & your native language
7. Set up your Mahara LIB101 journal and submit the secret URL using google forms (on course site)
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| 2 | Correspondence with faculty | * Quiz on syllabus, “rules & expectations”
* Pair work: share your 3 things you should and shouldn’t do in formal emails.
* Pair work: review control language homework sheet

**Email etiquette + how to watch videos + LIB101 Mahara Journal setup** **- video lecture & activities**Assignments for next class: 1. Set up your Mahara LIB101 journal and submit the secret URL using google forms (on course site) if you haven’t already
2. Write and send email to yourself (pretending it’s Morksensei). Put email into a WORD doc (or take a photo), print a copy of that email for next class, and upload to Moodle with proper file name.
3. Write a journal entry in your own words. Title: “How to write effective emails” in your own words (type into word doc for now if you need to – you can copy/paste into Mahara journal after)
4. Upload completed email rubric to Moodle.
5. review for quiz on email
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| 3 | Study habits | * Quiz on writing emails
* Compare assignment on writing emails with classmate
* Remember to copy/paste “How to write effective emails” to Mahara when your journal is set up

**“Study Less, Study Smart” Tips 1 & 2 (chunking and study space)** **- video lecture & activities**Assignments for next class: 1. Re-watch videos & take notes (to help with journal)
2. Finish this week’s worksheet and upload to Moodle.
3. Write a journal entry in your own words. Title: “How to chunk your study time and create a dedicated study space.”
4. Review for quiz on chunking & study space
5. Download and print Week 4 materials
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| 4 | Active learning | * Quiz on study habits (chunking & study space)
* Make sure journal entry on “How to chunk your study time” and “create a dedicated study space” is entered into your Mahara journal.

**“Study Less, Study Smart” Tip 3 (active learning)** **- video lecture & activities**Assignments for next class: 1. Re-watch video & take notes (to help with journal)
2. Finish this week’s worksheet and upload to Moodle.
3. Write a Mahara journal entry in your own words. Title: “Active learning”
4. Copy/past all journal entries into Mahara by next class.
5. Review for quiz on active learning
6. Download and print Week 5 materials
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| 5 | Taking noteswhen listening | * Quiz on active learning
* Compare worksheet on active learning with partner

**Taking notes from lectures - video lecture & activities**Assignments for next class: 1. Use Cornell note-taking template to take notes for assigned video lecture, “Study Less, Study Smart - Tip 4: revise your notes” Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. Write a Mahara journal entry called “The Cornell Method and Revising Notes” (Also use information from your notes on “Study Less, Study Smart - Tip 4: revise your notes”)
3. Review for quiz (review videos on note-taking)
4. Download and print Week 6 materials
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| 6 | Taking notes when listening(shorthand)&Learning through teaching | * Quiz on taking notes & revising notes from lectures
* Explain Cornell notes to partner for “revise your notes”

**Using shorthand to take notes faster from lectures** **- lecture & activities**Assignments for next class: 1. Use the Cornell note-taking template to take notes for assigned video lecture, “S.M.A.R.T. goals” - Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. Write a Mahara journal entry in your own words called “S.M.A.R.T. Goals”
3. Review for quiz (SMART goals and shorthand)
4. Download and print Week 7 materials
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| 7 | Learning through teaching | * Quiz on using shorthand and S.M.A.R.T. goals
* Explain Cornell notes to partner for “S.M.A.R.T. goals”

**“Study Less, Study Smart - Tip 5: teach what you learn”** **- video lecture & activities**Assignments for next class: 1. Re-watch “teach what you learn” video & complete Cornell template - Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. OPTIONAL: Watch “The Feynman Technique” video & add information to your Cornell note-taking template.
3. Write Mahara journal entry called “Teach what you learn” in your own words
4. Review for quiz on “Study Less, Study Smart - Tip 5: teach what you learn” and “The Feynman Technique”
5. Download and print Week 8 materials
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| 8 | Taking noteswhen reading (SQ4R) | * Quiz on “teach what you learn”
* Practice teaching partner about “teach what you learn” and “The Feynman Technique” (using your finished Cornell template for help)

**“Study Less, Study Smart” Tip 6 (SQ4R: taking notes on readings)** **- video lecture & activities**Assignments for next class: 1. Finish week 8 worksheet on SQ4R - Re-watch “teach what you learn” video & complete Cornell template - Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. Re-watch video if necessary and write a Mahara journal entry in your own words. Title: “What is SQ4R?”
3. Review for quiz (review SQ4R video and take notes to prepare)
4. Download and print Week 9 materials
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| 9 | Liberal Arts - overview | * Quiz on SQ4R
* Compare SQ4R worksheet with partner – teach what you learned!

**Liberal Arts – the humanities - reading** **Choose discipline for presentation**1. Use SQ4R template to learn reading on “the humanities” Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. Write a Mahara journal entry called “The Liberal Arts” summarizing in your own words.
3. Study for quiz on the liberal arts
4. Research for presentation
5. Download and print Week 10 materials
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| 10 | Liberal Arts – the humanities | * Quiz on the liberal arts
* Practice teaching your partner about the liberal arts using your completed SQ4R template

**Liberal Arts – the humanities - reading** Assignments for next class: 1. Use SQ4R template to learn reading on “the humanities” Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. Write a Mahara journal entry called “The Humanities” summarizing in your own words.
3. Study for quiz on the humanities
4. Research for presentation.
5. Download and print Week 11 materials
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| 11 | Liberal Arts – the social sciences | * Quiz on the humanities
* Practice teaching your partner about the humanities using your completed SQ4R template

**Liberal Arts – the social sciences - reading** **Using the library – lecture**Assignments for next class: 1. Use SQ4R template to learn reading on “the social sciences” Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. Write a Mahara journal entry called “The Social Sciences” summarizing in your own words.
3. Study for quiz on the social sciences
4. Continued research and drafting of presentation
5. Download and print Week 12 materials
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| 12 | Liberal Arts – the natural sciences | * Quiz on the social sciences
* Practice teaching your partner about the social sciences using your completed SQ4R template

**Liberal Arts – the natural sciences - reading** Assignments for next class: 1. Use SQ4R template to learn reading on “the natural sciences” Download template, print out, write on it in pen/pencil, take photo(s), upload photo(s) to Moodle.
2. Write a Mahara journal entry called “The Natural Sciences” summarizing in your own words.
3. Study for quiz on the natural sciences
4. Finish draft of script for presentation and upload to Moodle
5. Download and print Week 13 materials
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| 13 | Presentation delivery skills | * Quiz on the natural sciences
* Practice teaching your partner about the natural sciences using your completed SQ4R template

**Presentation delivery skills – video lecture and activity** Assignments for next class: 1. Finish digital version of poster (photo OR creation from canva.com) and upload to Moodle. Print out to show next class.
2. Create cue cards for presentation to show to teacher next class AND upload to Moodle.
3. Review for quiz on presentation skills (re-watch video!)
4. Complete A4 size poster and put it on blog with written presentation – bring copies to next class AND upload to Moodle.
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| 14 | Presentation work & review | * Quiz on delivery skills
* Show cue cards and poster to teacher

**Review of presentation rubric****Practice of presentation skills****Small group work for presentation practice****Exam review and preparation**Assignments for next class: 1. Review for final exam
2. Reminder: make sure presentation script, poster and cue cards are uploaded to Moodle.
3. Make video of 3-minute presentation with smartphone – in the case of no face to face classes, save to Google drive and upload to Moodle
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| 15 | Presentation Symposium | **Open presentations for liberal arts topics** * If we are online, students should share their video-taped presentations. If live, remember to record your presentation
* Evaluate each other’s presentations with rubrics
* If live, this might be a 2-hour session for all first-year students scheduled in a larger room and possibly different time than usual.

Assignments for next class: 1. Continue review for final exam
2. Make sure all files are uploaded to Moodle and make sure all journal entries are up to date
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|  | Exam | **Final exam - 90 minutes** |
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| Required Materials: |
| * Materials will be provided and also accessible through the course site.
* Bring your smart phone and earphones to every class.
* Print documents as requested.
* Bring tools like pencils, pens, paper, stapler…
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| Course Policies (Attendance, etc.) |
| * Students must attend 66% of classes to qualify for a passing grade. Attendance is based on whether or not you are in class to take the quiz at the start of class. Therefore, if you miss 5 classes (or if you come too late 5 times!), you will automatically fail the course. There is no credit given for simply attending classes because it is expected that you will.
* As we only meet once per week, it is important that you attend every class. If you do miss a class, be sure to talk to a classmate about what you missed.
* Students are responsible for accessing course content online, printing it out, reading and/or listening to it, ensuring that they understand the meaning, and being ready to discuss it before they come to class.
* Every week, students are required to contribute to a personal journal called “LIB101 Journal” on a Mahara page for that journal. Access to the journal page must be given to the instructor as soon as the journal and the page it’s located on are created. Late journals and other assignments get only 50%, so be careful with deadlines! (aside from presentation preparation, homework is always due the next class).
* If you have questions, please see the teacher during office hours (posted on door) or send an email.
* You must use your own thoughts, ideas and writing. Plagiarism (using someone else’s words or ideas without giving them credit) will not be tolerated and may result in failure of an assignment or the whole course. It is your responsibility to understand what plagiarism is!
* It is important that everyone feels comfortable and safe in our class. Insults of any kind will not be tolerated UNLESS we are discussing them in class. For example, if we are discussing harassment, it is OK to talk **about** a negative word. It is never OK to use a negative word when talking about an individual person or social group. **Harassment of any kind will not be tolerated.** Discrimination on the basis of race, creed, colour, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited.
* Instructors have the right to ask students to leave the class at any time if not behaving poorly in class (see Morksensei’s rules and expectations” handout) Repeat offenders may be asked to drop the course and/or face additional consequences.
* Ask questions! The only bad questions are the questions you *do not* ask. Try to answer questions yourself. It is OK to be wrong; this is just part of the learning process!
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| Class Preparation and Review |
| Students are expected to spend at least one hour preparing for every hour of lesson and one hour reviewing and doing homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week. In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc. |
| Grades and Grading Standards |
| 5% Participation (discussion, asking questions, group and pair work, etc.) 20% Homework (templates / worksheets /activities on paper)20% Weekly quizzes (absent or late = 0%!)20% Weekly journal entries online via MAHARA (late journal = - 50%!)15% Final presentation (performance + script, poster, video on journal entry)20% Final ExamGrades:A: Greatly exceeds course expectations and requirements. (90-100%)B: Exceeds course expectations and requirements. (80-89%)C: Adequately meets course expectations and requirements. (70-79%)D: Barely meets course expectations and requirements. (60-69%)F: Fails to meet course expectations and requirements. (59% or less)Detailed information outlining expectations for your journal, presentations, assignments, etc. will be given to you in class and will be available on our class website. |
| Methods of Feedback: |
| * Random journal comments (formative assessment)
* Rubric-based peer evaluation (formative assessment)
* Rubric-based teacher evaluation (formative assessment)
* Quizzes (meta-cognitive self-assessment; formative and summative assessment)
* Exam (summative assessment)
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| 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 nations3. The ability to identify and solve problems 4. Advanced communicative proficiency in both Japanese and English5. Proficiency in the use of information technology |
| Notes: |
| We will use many web-based technologies for this class, including, but not limited to:**Mahara** (accessed via MIC sekai) - This is where you will post your journal entries.**Teachable** (https://morksensei.teachable.com) - This is the where the course site (LIB101) is located. Moodle will not be used for this course.**Socrative** (https://socrative.com) - This is student response software - you can also download the app for students. We be using other platforms for quizzes – links provided on course platform.**Canva** (https://canva.com) - This is great multi-lingual software for creating posters and other visuals.**Youtube** (http://youtube.com) – You are encouraged create your own (private) account so that you can subscribe to channels for your future English and content studies.**English-English Learner’s Dictionary** (https://learnersdisctionary.com) - useful for future studies!  |

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|  | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussionsStudent 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 o 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 and 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 |