

**2013 Winter English Immersion Program Syllabus**  
**The University of Adelaide, Australia**

**Course title: Intensive Language Learning Overseas (Language Education)**

Item	Details
1. Recommended qualifications/knowledge	<p>This course is open to Japanese based APS and APM students who are currently enrolled in or have completed and earned credits for Intermediate (A/B), Upper-Intermediate English (A/B) in 2011 curriculum or who have completed and earned credits for Intermediate English (I/II) in 2006 curriculum.</p> <p><i><b>Alternatively</b></i>, the applicant must have a TOEFL/ITP score of at least 480 at the time of application.</p> <p>This course is also <u>open to English based students</u>.</p> <p><u>Course title</u>: Intensive Language Learning Overseas  <u>Grade</u>: A + , A, B, C, or F  <u>Credits</u>: 4 (Counted as grades for Fall 2013 semester.)  <u>Languages used for guidance</u>: English  <u>Location</u>: Adelaide, Australia  <u>Language of instruction</u>: English</p>
2. Course Objectives	<p>This course aims to develop the communication, language and learning skills needed to operate on personal and social levels within an Australian academic context. In the General English Academic Program (GEAP) at the University of Adelaide, the students can enhance their general English skills in the appropriate classes, depending on the students' current English levels.</p> <p>Students will take all day study-tour programs each Friday. This program will focus on issues around environment, conservation and volunteering and will be in the form of discussions, seminars, workshops or guest speakers focusing on volunteer and conservation programs. These classes, seminars or workshops will be followed by volunteer and conservation activities.</p>
3. Goal of this program	<p>Students will live and study in Adelaide, Australia for 5 weeks. Students will learn about Australian culture and learn academic English. In classes, students will be asked to be proactive and express their ideas clearly. Students will also conduct qualitative research on various topics in the city of Adelaide, aspects of their homestay experience and facets of language. They will synthesize their research, and make presentations when they return.</p>
4. Standards for Course Completion	<p>Students will work to develop their English language and academic skills through the study of various topics in an English-only environment in Australia.</p> <p>Students must:</p> <ul style="list-style-type: none"> <li>• Participate actively in class;</li> <li>• Communicate verbally in English with the instructor and classmates;</li> <li>• Communicate in English with culturally diverse groups inside and outside the classroom to increase their knowledge of global issues;</li> <li>• Read and listen to short texts and answer questions about them;</li> <li>• Speak on a topic and respond to questions;</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve their written fluency through regular journal entries;</li> <li>• Work individually and with a group to give formal presentations.</li> </ul>
5. Teaching Methods	<ol style="list-style-type: none"> <li>1. There will be four pre-departure guidance lectures in preparation for the program. Students will gather information on the host location, prepare for home-stay, and create a scrapbook with self-introduction, materials and activities to support their study abroad experience. Please see point 6 below for the pre-departure class instruction schedule.</li> <li>2. <u>In addition, students will complete the following tasks during their stay:</u> <ol style="list-style-type: none"> <li>2.1 Students will do qualitative research by conducting ten small communicative tasks involving an aspect of their stay and studies. This will be incorporated in their scrapbooks.</li> <li>2.2 Students will work in groups of 4-5 to organize, plan and present a 'Japanese cultural exchange' or Expo event on the Adelaide campus during the 4<sup>th</sup> week of their stay. This will be recorded for presentation purposes upon their return and will form part of their assessed grade.</li> <li>2.3 Students will submit a written report based on their independent research, and give an oral presentation after their return.</li> </ol> </li> </ol>
6. Overview of Each Class (Pre-departure)	<p><i>Guidance 1: Wednesday, November 13 (Time: 4-5<sup>th</sup> period)</i></p> <ul style="list-style-type: none"> <li>• Active learning program participant guidance</li> <li>• Immersion program guidance</li> </ul>
	<p><i>Class 1: Wednesday, November 27 (Time: 5<sup>th</sup> period)</i></p> <ul style="list-style-type: none"> <li>• Self-introduction, ice-breaking activity</li> <li>• Discover Australia - Quiz</li> <li>• Start diary recordings</li> <li>• Introduction and overview to the syllabus</li> <li>• Introduce and divide into working groups for Japanese Expo at University of Adelaide</li> <li>• Goal setting – What to do before departure</li> </ul> <p><i>Homework:</i> Scrapbooks, Fact finding mission: Australia and Adelaide, Preparation of ideas for Expo</p>
	<p><i>Class 2: Wednesday, December 4 (Time: 5<sup>th</sup> period)</i></p> <ul style="list-style-type: none"> <li>• Feedback on Assignment 1</li> <li>• Diaries: check progress</li> <li>• Discussion: how can we make best of study abroad experience?</li> <li>• Start information research on the country and university, e.g. currency, transportation, culture, language, religion, race, etc.</li> <li>• Groups report on their expo ideas and continue planning</li> <li>• Prepare mini-presentation of research as homework (in teams).</li> <li>• Introduce home-stay scrapbooks. Students think of items that would be appropriate contents for the scrapbook.</li> </ul>

	<p><i>Homework 1:</i> Prepare mini-presentations of research  <i>Homework 2:</i> Scrapbook preparation and organization</p> <hr/> <p><i>Class 3: Wednesday, December 11 (Time: 5<sup>th</sup> period)</i></p> <ul style="list-style-type: none"> <li>• Students deliver mini-presentation on the themes chosen.</li> <li>• Diaries: check progress</li> <li>• Aim to complete their ideas for the Japanese Expo</li> <li>• Discuss home-stay scrapbook contents</li> </ul> <p>Proposed content materials:</p> <p>&gt; <i>Pictures that students can use to describe their lives in Japan (family, friends, pets, everyday life objects, etc.), Contact info in Japan</i></p> <p>&gt; <i>Ten tasks to fulfill during the five weeks of the homestay. All these include a conversational element and involve collecting material that will: (a) ensure they engage with their environment, and (b) prepare them for required presentations on return to APU.</i></p> <ul style="list-style-type: none"> <li>• <i>Homework 1:</i> Compile materials for homestay scrapbook.</li> <li>• <i>Homework 2:</i> Students continue working in Blackboard discussions to create and complete their Expo ideas.</li> </ul> <hr/> <p><i>Class 4: Wednesday, January 15 (Time: 4<sup>th</sup> period)</i></p> <ul style="list-style-type: none"> <li>• Final presentation of Japanese Expo outline for each group.</li> <li>• Final scrapbook self-introductions</li> <li>• Finalization of their group and individual project presentation and reports upon return.</li> <li>• Students set goals on how to make the immersion program a success while they are in AUS.</li> </ul> <hr/> <p><i>Conversation Test 1: Class 4: Wednesday, January 15 (Time: 5<sup>th</sup> period)</i></p> <ul style="list-style-type: none"> <li>• Pre-departure interview test of conversation skills</li> </ul> <hr/> <p><i>Guidance 2: Wednesday, January 22 (Time: 4-5<sup>th</sup>)</i></p> <ul style="list-style-type: none"> <li>• Risk Management Class</li> <li>• Guidance for Language Immersion participants</li> </ul>
(Post-program)	<p><i>Class 5: <b>Date to be decided</b></i></p> <ul style="list-style-type: none"> <li>• Post-program assessments</li> <li>• Final presentations and videos of Japanese Expo</li> <li>• Submissions of scrapbooks</li> <li>• Grade finalization</li> </ul>

	<p><i>Conversation Test 2: <b>Date to be decided</b></i></p> <p>Post-program interview test of conversation skills</p>
7. On-site classes in Australia	<p>Departure date: Friday, February 14, 2014 Returning date: Sunday, March 23, 2014</p> <p>GEAP classes from Monday – Thursday (4 hours per day) and Friday program are designed around Volunteering and Conservation specifically designed for APU students (8 hours).</p> <p>These classes are aimed at:</p> <ul style="list-style-type: none"> <li>• Developing the understanding of the structure and function of the English language;</li> <li>• Developing their ability to use spoken English in order to meet their day-to-day needs in Australia;</li> <li>• Gain confidence in applying their knowledge and skills actively inside and outside of the classroom;</li> <li>• Present their ideas in written styles appropriate to their level;</li> <li>• Experience the benefits of working cooperatively with others;</li> <li>• Learn about aspects of Australian society and education; and</li> <li>• Appreciate the diversity of cultures in Australia and develop intercultural awareness.</li> </ul>
8. Method of Grade Evaluation	<p>Students are evaluated on the following criteria:</p> <p>50% Evaluation by host institution 50% Evaluation by APU instructor</p>
9. Requirements for Students	<p><u>Participation:</u> Students are expected to participate actively in all class activities.</p> <p><u>Attendance:</u> Students are expected to attend all classes.</p> <p><u>Responsibility of absent students:</u> Students who are absent from class must contact the Faculty Advisor to find out about work done or assigned during their absence.</p> <p><u>Plagiarism:</u> Students must not copy the work of others, in whole or in part, without use of academic citation. Instructors check student’s work for plagiarism carefully, especially with reference to online sources. A student who plagiarizes will receive a mark of zero on the assignment and may possibly fail the course.</p> <p><u>Classroom Policy:</u> The following are not permitted in the classrooms:</p> <ul style="list-style-type: none"> <li>• Food and drink;</li> <li>• Private Internet searching and email access;</li> <li>• Mobile Phones.</li> </ul>
10. Textbook	<p>To be provided by the university on-site</p>

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13. Course-related links	APU Blackboard The University of Adelaide <a href="http://www.adelaide.edu.au/">http://www.adelaide.edu.au/</a> Facebook group: APU NZ-AUS Immersion Program 2013