

# ASIA UNIVERSITY CWU\*EWU\*WWU AUAP ONLINE CURRICULUM NEWSLETTER

REPORT #3

MAY 29, 2021

## IES \* TOEIC SKILLS

### Synchronous Learning:

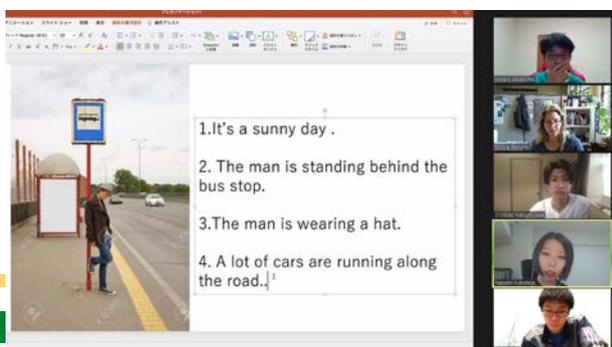
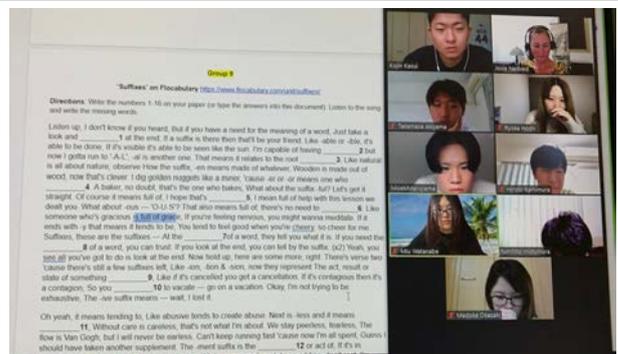
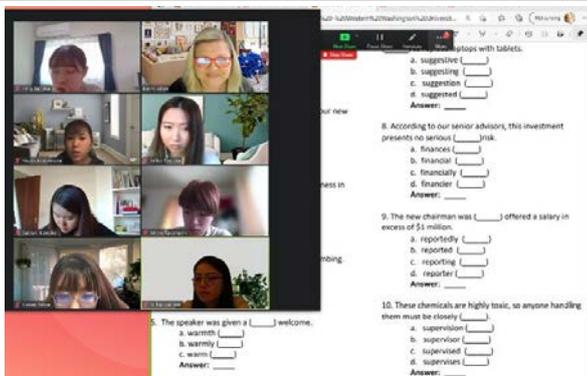
In **Week 5**, students learned how suffixes can be the key to figuring out the meaning of a complex word and that suffixes can help determine a word's meaning and part of speech.

This knowledge is particularly helpful for Part 5 and Part 6 of the TOEIC. Students learned high-frequency suffixes and applied that knowledge to activities in breakout rooms in pairs and small groups. Students also watched a video on Flocabulary about suffixes. This video was a hip-hop song explaining the importance of suffixes and it also highlighted certain suffixes. It was a fun, visual way to learn about grammar! Following this, students applied their parts of speech and suffix knowledge to Part 5 grammar questions following four important steps: 1) determine the part of speech of the missing word; 2) look at the suffixes of the answer choices and try to determine the part of speech; 3) cancel out any answer choices that are clearly not the answer, thereby giving a higher percentage of answering correctly; 4) select the correct answer from the choices remaining.

In **Week 6** students learned about superlative/comparative adjectives and vocabulary development through synonyms and antonyms. The remainder of the class was spent reviewing the content from Weeks 1-6 for their midterm test. Students reviewed using guided activities in breakout rooms, a lively Kahoot session and Quizlet Live review activities. At CWU, Education majors came to class to help review synonyms, antonyms, and suffixes.

### Asynchronous Learning:

Students completed review work from their TOEIC packet via Canvas that reinforced the topics covered in the synchronous class sessions. This included parts of speech, suffixes, comparative/superlatives, synonyms/ antonyms, Part 5/6 style questions, and Parts 1-3 listening.



# AI \* AMERICAN ISSUES

## Synchronous Learning:

In **Week 5**, students learned how Native Americans' lives were impacted by Americans moving west. They listened to mini-lectures about Indian Boarding Schools, Loss of Native American Languages and Native American Reservations. They did group research on additional ways these negatively affected Native Americans and present their findings in PowerPoint. Students also watched a video "The Comanche and the Horse," which demonstrated how the Comanche used the horse as an ally against the advancing American army and how the horse is still a vital part of Comanche culture today.

Students listened to a mini-lecture about how Native American tribes are advancing their culture and languages and supporting their people through their Tribal Schools, Tribal Colleges and Tribal Casinos. They followed this up by further researching each of these three and reporting their findings of how these tribal institutions continue to support Native American culture around the U.S.

At the end of the Native Americans units, a student said "I didn't know what happened to them before so it's very good to learn Native American history. There are some crucial facts that are important for some people know. I thought they can find the way to solve problems for the future." Another student said, "I learned each tribe have a different culture and lifestyle."

In **Week 6**, students started learning about African Americans in mini-lectures about the slave trade and slavery in America. After the mini-lectures, students continued to dig deeper into the topic by conducting Internet searches about the Triangle Trade system, slave ships and slave auctions. They also watched a video about the L'Aurore, a slave ship that sailed in 1784, that included a 3D model of the ship. Then they presented their group's finding in a PowerPoint presentation to the rest of the class.

**Students at WWU completed their first video-chat assignment with members of WWU's Global Citizenship course.** Students made the following comments about this experience: "Through video chat experience, I was really nervous and excited because my English level is low, but it was so fun and nice to meet new people from another country."

## Asynchronous Learning:

Students have been working on building vocabulary about Native Americans and African Americans and using this new vocabulary to improve their reading comprehension for these two units. In addition, they have also used this time to **arrange two video-chat sessions with students from WWU's Global Citizenship course.** Finally, students have just completed their first unit exam. This first exam was a review of the U.S. Geography and Native Americans unit.

