

ASIA UNIVERSITY CWU*EWU*WWU AUAP ONLINE CURRICULUM NEWSLETTER

REPORT #5

JUNE 26, 2021

IES * TOEIC SKILLS

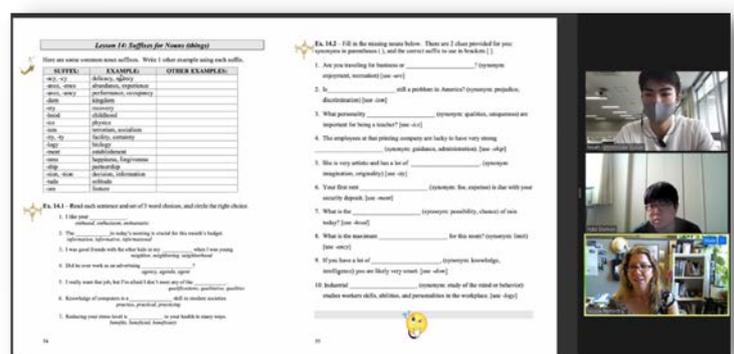
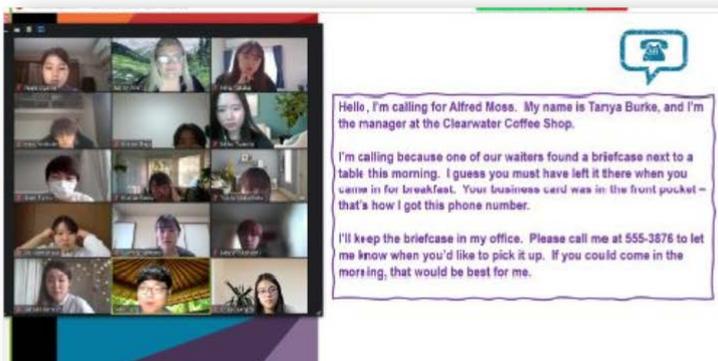
Synchronous Learning:

In **Week 9**, the main objective was for students to review and identify parts of speech. Students were assigned an animal that they had to describe to a partner, and the partner guessed the animal. Next, in the main room, students again reviewed parts of speech and broke out into groups to categorize words into the correct part of speech. Next, students were introduced to Lesson 9 in the TOEIC Packet and gave examples for adjectives and adverbs in the main room. Students identified adjectives and the nouns that they added information to, and adverbs and the adjective, adverb, or verb that they described. Students then worked with a partner to identify the part of speech for an underlined word in several sentences. At the end of class, students reviewed adverbs and adjectives by playing a Kahoot game.

In **Week 10**, the main focus was on profession vocabulary. In breakout rooms, students worked in pairs to ask and answer questions about jobs. Students asked the questions and guess the job title. Next, students chose three jobs from the TOEIC Packet on page 38 and wrote an adjective and adverb for each. Finally, students filled in letters for common people and professions with the most common suffixes like -er/-or/-ist/-ess/-ant, etc. Then they played a wordwall game where they had to find the person name/job and match it to a picture.

Asynchronous Learning:

On Canvas, students had to Identify the word that is being described by an underlined adjective and distinguish between adjectives and adverbs. They also had an optional assignment, to read a poem by Maya Angelou to honor Juneteenth. They then had to Identify chosen words as adjectives or adverbs and write 2-5 sentences about the poem. Additionally, students had to complete an online practice TOEIC test for Part 3 to prepare for the upcoming TOEIC test.



AI * AMERICAN ISSUES

Synchronous Learning:

In Week 9, students gave presentations centered around LGBTQ issues and the lives of Freddie Mercury, Anderson Cooper, Janet Mock, James Baldwin, Christine Jorgensen, and Elliot Page. After each presentation, the presenter asked four classmates "What did you learn from my presentation?" We then discussed any overall questions the students have about this topic overall. One student asked, "Why can't we have gay marriage in Japan?" Other questions were able what countries allow reassignment surgery.. Other activities included cloze activities for two poems "Gay" and "Bisexual," some lecture and notetaking about "LGBTQ+ in America: Pre-1969 History and Turning Point," and group and pair work in breakout rooms. Students found LGBTQ interesting and challenging.

In Week 10, students continued their presentations around LGBTQ Issues. This week, their topics centered around the lives of RuPaul, Billie Jean King, Alan Turing, Ellen DeGeneres, and Michael Sam. After each presentation, the presenter asked four classmates "What did you learn from my presentation?" Students also worked in groups on an activity entitled "From Stonewall to Pride Month to Same-Sex Marriage" where they listened to short videos, had discussions about what they saw and heard, and then answered questions by writing responses.



Come out of Transgender

"Finally, I accepted being transgender and was able to show me who I was completely **honest** to myself."



Asynchronous Learning:

Students also began their research and PowerPoint presentations about Americans who have worked towards equal rights for the LGBTQ+ community. They also completed written responses for the "From Stonewall to Pride Month to Same-Sex Marriage" activity using Canvas.