Miyazaki International College

Course Syllabus

(Fall 2020)

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| Course Title (Credits) | ENG 2-3 English 3 (2 credits) |
| Course Designation for TC | N/A |
| Instructor | Paul Richards |
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| Office/Ext | MIC1-326/ 3771 |
| Office hours | Tues/ Thur 13:00 – 15:00 |

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| Course Description: | | |
| Continues proficiency development in written and spoken English. Strengthens oral proficiency through various speaking exercises. Develops reading skills through intensive and extensive reading practice. Strengthens written proficiency through practice in organized multi-paragraph essays.  Further develops structural accuracy and fluency using more complex forms. The course develops fluency in basic oral expression through various active learning methods such as pair-work, brainstorming, group discussions, games and activities, role-plays, presentations and active listening. Students are expected to record conversations focusing on a main functional objective with minimal planning and notes while utilizing conversation strategies. | | |
| Course Objectives: | | |
| By the end of the course, students will be able to...  •Accurately use language of control when necessary;  •Demonstrate comprehension of the main ideas of simple oral messages;  •Make themselves understood through short, spontaneous speech acts;  •Produce speech acts of 1~3 minutes on a given topic when given a short time to prepare;  •Manage group discussions appropriately;  •Develop fluency and pronunciation to at least the point where students can make themselves understood in short spontaneous communication;  •Initiate, sustain, and conclude simple conversations through use of follow-up questions, feedback, and comments (rejoinders) and other feedback channeling;  •Employ control language (classroom English) whenever appropriate;  •Describe present situations and how they relate to the past;  •Describe future events;  •Make comparisons and contrasts;  •Express possibility, probability, and certainty;  •Express rules and obligations;  •Use everyday vocabulary from the first 4 bands of the NGSL word list. | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Course Introduction  **Speaking Production (FM) 1: Introductions** | Course outline and objectives, review of syllabus, explanation of tools used in the class, expectations of students. **Introduce yourself.** |
| 2 | Review Conversation Strategies  *(Beginning a conversation / Sustaining a conversation / Concluding a conversation / Responding appropriately / Employing Classroom English)* | Conversation strategies are explain in ***pages 2-8*** *of the MIC speaking handbook.* |
| 3 | Fluency Practice | Discussion Questions |
| 4 | Pronunciation Activity | Please Call Stella |
| 5 | Describe Sequences of Events | Silent Video Description |
| 6 | Functional Objective 1: Managing conversations  *Bringing others into a discussion / Suggesting alternatives/ Offering different opinions / Moving onto a new topic* | Fluency monologue activity, pronunciation practice |
| 7 | Listening 1 | How to take notes while listening |
| 8 | Functional Objective 2: Describing situations | Introduction to functional objectives, grammar objectives (present perfect / past simple): describe present situations: when/why/how they originated, and how long they have lasted.  \*Grammar Diagnostic |
| 9 | Fluency and vocabulary | Functional and grammar objectives, target expressions |
| 10 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 11 | Fluency and vocabulary | Functional and grammar objectives, target expressions |
| 12 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 13 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 14 | REVIEW | Review grammar points/Goals of Course |
| 15 | Functional Objective 3: Talking about the Future | Introduction to functional objectives, grammar objectives: *Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . .)* and target expressions. |
| 16 |
| 17 | Listening 2 | Listening to a lecture |
| 18 | Functional Objective 4: Comparing and Contrasting | Introduction to functional objectives, grammar objectives (*more . . . than), (as . . . ), (*superlatives), and target expressions |
| 19 | Recording: Which is better? Why do you think so? Speaking activities |
| 20 | **Speaking Production (FM) 4:** Family Members | Compare and contrast your family members |
| 21 | Review 4 | NGSL words 1701-1800 quiz  Feedback and Self-Assessment on speaking activities.comparatives (*more . . . than / ~er than . . .), (as . . . ),* superlatives: *(most* / *the -est*) for adjectives, adverbs, nouns, or verbs. |
| 22 | Functional Objective 5: Expressing possibility, probability & certainty | Introduction to functional objectives, grammar objectives (modals: *must, may, might, could*, *can’t* & adverbs of probability: *perhaps, possibly, maybe, probably*) and target expressions. P*age 13 of the MIC speaking handbook.* |
| 23 |
| 24 |
| 25 | **Speaking Production (FM) 5: Future Careers** | Mini-presentation to describe your possible future career hopes/ideas. |
| 26 | Functional Objective 6: Expressing rules and obligations | Introduction to functional objectives, grammar objectives (modals: *must, have to, musn’t, could*, *can’t, should, don’t have to*) and target expressions. |
| 27 |
| 28 | **Speaking Production (FM) 6: Part-time job/university classes** | Mini-presentation to describe what you need to do in your part-time job or university classes. |
| 29 | Listening 3 | Understanding dialogue and joining a conversation |
| **30** | **Review** | **Practice for Oral Exam** |
|  | Final Exam | Computer based grammar exam & oral communication test |
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| Required Materials: | | |
| * A copy of *Grammar in Use* Intermediate (3rd Edition) * MIC Speaking Handbook * Handouts provided by instructor, or downloaded by students as necessary * Binder for handouts * A4 writing paper, pens, pencils * Japanese-English, English-Japanese dictionary (if you have a smartphone, download the EIJIRO app; also try <http://www.alc.co.jp> | | |
| Course Policies (Attendance, etc.) | | |
| Attendance   * You must attend every class. You can be excused from class if you have a doctor’s note. * Even if you miss a class, you must complete classwork and homework for that class. Asking me for the handouts during the next class is not acceptable. * Three times late=one absence   Preparation and review time   * Students are expected to spend at least one hour preparing for every class, and one hour reviewing and doing homework. * After every class, review your notes and handouts, and be sure you understand everything. * If you do not understand, it is your responsibility to ask.   Academic honesty   * You are not allowed to use translation software or translation sites in this or any other course at MIC. * Copying an assignment from a classmate will result in a zero for both students, unless I tell you that it is OK to work together.   Assignment submission   * Written work should ideally be submitted in printed form from a computer. Keep backups! * Any homework assignments must be completed on time to earn credit. Late homework is not accepted for assignments that are reviewed in class. | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. | | |
| Grades and Grading Standards | | |
| **10% Participation**: This includes your participation in all class activities. You will lose participation points by speaking Japanese during speaking activities, looking at your phone (unless necessary for class), or otherwise not paying attention. You cannot get participation points for days you are not in class.  20% Course Activities and Homework: Includes work done outside of class.  30% Speaking Assessments and Recordings  **20% Quizzes**  20% Final exam: You will have an oral exam evaluating your ability to manage conversations appropriately. You will also have a computer-based grammar test. | | |
| Methods of Feedback: | | |
| In principle, students will be given assignments and quizzes with feedback at least once per week. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1. The ability to identify and solve problems  2. Advanced communicative proficiency in English | | |
| Teaching Certification Program Objectives | | |
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**Speaking Interaction - Functional Objectives Speaking Quiz Grade Sheet (Rubric)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **FO Goals** | **Content** | **Communication Strategies** |
| A  (90%+) | **Excellent** pronunciation;  **Easily understood.** | **Very fluid**. (Excellent flow)  **No pauses or hesitation.** | **Very few** **general errors** were detected. | **Language needed** for this functional objective was **frequently** used both **appropriately and accurately.** | Extensive, **effective, and appropriate** content was given. | **Excellent** use of communication strategies. |
| B  (80%+) | **Some** pronunciation mistakes, but **easily understood.** | **Fluid** (Nice flow)  **Few difficulties** keeping communication. | General errors in grammar and vocabulary, but meaning is **easily understood.** | **Language needed** for this functional objective was **frequently** used  However **sometimes not** **appropriate or accurate.** | **A lot of** content with **good explanations** and/or examples was given. | **Good** use of communication strategies |
| C  (70%+) | **Some** pronunciation **mistakes.**  **Sometimes** listener **doesn’t understand** or must **make an effort to.** | Sometimes **Fluid**, sometimes **Choppy** (not smooth)  **Some difficulties** keeping communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***some*** places. | **Language needed** for this functional objective was **sometimes** used  However **mostly not** appropriate or accurate. | **Enough content** was given, but **examples** were not well supported OR content was good quality, but too short. | **Used** communication strategies but **sometimes not appropriate or accurate.** |
| D  (60%+) | **Poor Pronunciation**  Listener **often doesn’t understand**. | **Long pauses, choppy** (not smooth)  **Difficult** to keep communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***many*** places. | **Language needed** for this functional objective was **rarely** used  **Hardly ever** appropriate or accurate. | Content was **not effective** and/or **appropriate** but was long enough. | **Needed to use more** communication strategies or use more quickly. / If used, **rarely appropriate or accurate** |
| F  (50%+) | Very bad **pronunciation.**  **Most** content was **difficult to understand**. | **Said very little**  **Slow** speech with **many pauses**- almost no communication. | Errors in grammar and vocabulary made the **meaning extremely difficult to understand throughout.** | **Language needed** for this functional objective was **hardly ever** used  Also, it was not **appropriate or accurate.** | Content was **not effective** and/or **appropriate** and was **too short.** | **Needed to use many more** communication strategies / If used, **almost never appropriate or accurate** |
| F  (+/-40%) | **Cannot be understood at all.** | **Said almost nothing** with **very long pauses**. | Errors in grammar and vocabulary use made **understanding nearly impossible.** | **Language needed** for this functional objective was **not** used **at all.** | **Said almost nothing** | **Didn’t use** communication strategies **at all.** |
| F  (0%) | Not submitted. | Not submitted. | Not submitted. | Not submitted. | Not submitted. | Not submitted.  . |

**Speaking Production Fluency Monologues Speaking Grade Sheet (Rubric)**

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| --- | --- | --- | --- | --- |
| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **Content / Support**  (reasons, explanations extra details, FO goals when appropriate) |
| A  (90%+) | **Excellent** pronunciation;  **Easily understood.** | **Very fluid**. (Excellent flow)  **No pauses or hesitation.** | **Very few** **general errors** were detected. | **Extensive, Effective** and **appropriate** support **(**lots of reasons, extra details) throughout. |
| B  (80%+) | **Some** pronunciation mistakes, but **easily understood.** | **Fluid** (Nice flow)  **Few difficulties** keeping communication. | General errors in grammar and vocabulary, but meaning is **easily understood.** | **Effective** and **appropriate** support **at times** |
| C  (70%+) | **Some** pronunciation **mistakes.**  **Sometimes** listener **doesn’t understand** or must **make an effort to.** | Sometimes **Fluid**, sometimes **Choppy** (not smooth)  **Some difficulties** keeping communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***some*** places. | **Appropriate** support was given, but **not effective** at times. |
| D  (60%+) | **Poor Pronunciation**  Listener **often doesn’t understand**. | **Long pauses, choppy** (not smooth)  **Difficult** to keep communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***many*** places. | A **small quantity of support** given, but **not effective and / or appropriate**. |
| F  (50%+) | Very bad **pronunciation.**  **Most** content was **difficult to understand**. | **Said very little**  **Slow** speech with **many pauses**- almost no communication. | Errors in grammar and vocabulary made the **meaning very difficult to understand.** | **Not enough support** given, and **not effective and / or appropriate**. |
| F  (50%>) | **Cannot be understood at all.** | **Said almost nothing** with **very long pauses**. | Errors in grammar and vocabulary use made **understanding nearly impossible.** | **Almost no support** given |
| F  (0%) | Not submitted. | Not submitted. | Not submitted. | Not submitted. |