Miyazaki International College

Course Syllabus, Fall Semester 2021

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| **Course Title** | English 2 (4 credits) |
| **Course Designation for TC** | Discipline-related course |
| **Instructor** | Brendan Rodda |
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| **Office/Ext** | 1-411 / 736 |
| **Office hours** | Mon, 1pm-2:30pm; Thurs, 3:30pm-5pm |

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| **Course Description:** |
| ENG2 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 Goals/Objectives:** |
| By the end of the course, students will be able to…   * Accurately use language of objectives 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 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 vocabulary from the first 4 bands of the NGSL word list. |
| **Teaching Methodologies** |
| Most lessons will include group work on questions, think-pair-share and think-group-share activities and active listening. |

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| **Course Schedule** | | |
| **Lesson** | **Topic** | **Content/Activities** |
| 1 | Course Introduction | Read syllabus; introductory activities |
| 2 |  | Overview of topics; introduction to vocabulary study |
| 3 | Topic 1: Describing situations | Listening exercises; shadowing; pronunciation |
| 4 | Pair work speaking; shadowing; fluency exercises |
| 5 | Listening exercises; info-gap exercise (TC obj.1,3) |
| 6 | Record and submit fluency monologue; quiz |
| 7 | Topic 2: Comparisons | Listening exercises; shadowing; practice basic forms |
| 8 | Listening exercises; shadowing; practice *as…as* |
| 9 | Speaking activity: info-gap exercise; pattern practice |
| 10 | Pair work: record and submit monologue; quiz |
| 11 | Listening; compare countries using basic forms |
| 12 | Review | Review Topics 1 and 2 (TC obj.1,3,5) |
| 13 | Topic 3: Expressing obligation | Listening exercises; shadowing; grammar focus |
| 14 | Listening exercises; pair discussion; pattern practice |
| 15 | Fluency activity; group discussion; pronunciation |
| 16 | Topic 4: Expressing probability | Listening exercise (matching); grammar focus |
| 17 | Listening exercise; pair work speaking (TC obj.1,3) |
| 18 | Shadowing; pronunciation; pair work |
| 19 | Fluency activity: record and submit interview; quiz |
| 20 | Review | Review Topics 3 and 4 (TC obj.1,3,5) |
| 21 | Topic 5: Expressing future plans and predictions | Listening exercises; elicit prediction forms; practice |
| 22 | Pair discussion; shadowing; pattern practice |
| 23 | Listening exercises; elicit forms for future plans |
| 24 | Pair discussion; shadowing; pattern practice |
| 25 | Topic 6: Managing conversations | Listening exercises; shadowing; pair work speaking (TC obj.1,3) |
| 26 | Listen to group discussion; practice discussions |
| 27 | Practice discussions; fluency exercises |
| 28 | Review; pronunciation activity; quiz |
| 29 | Review | Review Topics 5 and 6 (TC obj.1,3,5) |
| 30 | Review all topics; prepare for final examination |
|  | Final Exam | Oral communication test and grammar test |

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| **Required Materials:** |
| Handouts will be provided to students in each lesson. Students should bring:   * loose-leaf paper to take notes * a folder for their handouts and notes * the textbook *Grammar in Use Intermediate* * a mobile computer device (tablet or smartphone) * dictionary |
| **Course Policies** |
| A student who misses more than five lessons will not be able to pass the course. If an absence is officially excused (i.e. the student has a doctor's note or some other legitimate reason for being absent), it is not counted as an absence. The maximum number of officially excused absences is three. You should keep in mind that if you are late to class three times, this counts as one absence.  If you are absent from a lesson, please contact me to find out what was studied in the lesson and what the homework assignment is.  Homework assignments that are submitted late will lose 10% of the maximum score for each day that they are late. For example, if an assignment that would normally be worth a score of 8 out of 10 is submitted two days late, the final score will be 6 out of 10. |
| **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. |
| **Grades and Grading** |
| **Participation –10%**  Participation refers to being prepared, active, and focused in class. You are expected to speak English in class. If you speak Japanese, you will lose points for participation. If you are absent, you will obviously not get participation marks. You will be continually evaluated in class during pair or group work, discussions, and presentations. If you do not understand, ask questions. No question is a bad question. You must give and show full effort in class to earn a good score in participation.  **Course Activities and Homework – 20%**  Examples include grammar activities, handout completion, speaking preparations, listening activities and other activities.  **Speaking Assessments and Recording – 30%**   1. **Speaking Interaction (FO)**: Recordings or in-class assessments in pairs or groups. Tests ability to perform functional objectives: 15% 2. **Speaking Production (FM):** Recordings of fluency monologues or in class presentations also based on a functional objective: 15%   **Quizzes – 20%**  This section includes grammar, vocabulary, listening quizzes and other graded class activities.  **Final Exam – 20%**  You will have an oral exam evaluating your ability to manage conversations appropriately. With other students, you will be given a short topic and time to prepare (no writing permitted). Two teachers will evaluate your performance. In addition to the oral exam, you will also have to complete a computer-based grammar test. |
| **Methods of Feedback** |
| Students will receive written comments and a score for their assignments within two weeks of submission. |
| **Diploma Policy Objectives** |
| Work in this course helps students to achieve the following diploma policy objectives:   * Advanced communicative proficiency in English * The ability to understand and accept different cultures |

**English 2 Speaking Rubric**

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| **Assessment** | **Fluency** | **Accuracy** | **Pronunciation** | **Communication Strategies & Rhetoric** |
| **A**  **90-100%** | A good speaking speed, neither too slow nor too fast. No unnatural pauses. | The speaker uses grammar and vocabulary in an accurate way all or almost all of the time. | Good pronunciation of sounds and syllables. Good use of prosody. | The speaker uses communication strategies well. He/she adds a good amount of suitable support. |
| **B**  **80-89%** | A good speed of speech with only a few minor instances of pauses or slow speech. | Some minor errors in grammar and vocabulary are present but meaning is easy to understand. | Some minor errors of pronunciation are present but still easy to understand. | Speaker uses communication strategies in most cases when needed. He/she usually adds enough suitable support. |
| **C**  **70-79%** | Some problems with pauses or slow speech. | Several errors in grammar and vocabulary. The meaning is sometimes hard to understand. | Several pronunciation problems make it sometimes hard to understand. | The speaker sometimes uses communication strategies when needed. He/she adds some support. |
| **D**  **60-69%** | Many problem areas. Speech is often slow or broken up by many pauses. | Many errors in grammar and vocabulary make it difficult to understand. | Many pronunciation problems. Very difficult to understand. | Little use of communication strategy. Little support given. |
| **F**  **Below 60%** | Very little was said. | Almost impossible to understand because of a great many errors or use of other language. | Almost impossible to understand because of many serious pronunciation problems. | Communication strategies and support are completely or almost completely lacking. |