**Miyazaki International College**

**Course Syllabus**

**Spring 2021-2**

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| Course Title | English 3-3 (4 credits) |
| Course designation for TC | Discipline related course |
| Instructor | Ellen Head |
| Email address | ehead@sky.miyazaki-mic.ac.jp |
| Office/ Extension | 1-205 /Extension 715 |
| Office Hours | Tuesday 13.00-14.00, 16.00-17.00, Wednesday 16.15-17.15 or other times by arrangement |

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| **Course Description:** | | |
| The goals of English 3 are to further develop oral fluency and accuracy in academic settings. In particular, students will complete tasks based around the topic of cultures of the English-speaking world. The course continues practice in listening skills, pronunciation practice, conversation management and fluency development. Students will also learn and practice using grammar objectives and vocabulary. | | |
| **Course Goals & Objectives:** | | |
| * To develop listening skills allowing students to understand the main ideas of short reports in an academic context, as well as to understand common intonation patterns * To manage group discussions and debates appropriately * To use emphatic and hedging devices to make comments stronger or weaker * To plan group projects * To use subjunctive verbs to express advice and necessity * To use causative verbs to express human interaction * To tell stories using a variety of verb tenses * To continue to develop fluency and pronunciation to at least the point where students can make themselves understood in short, spontaneous communication * To produce speech acts of at least one and a half minutes when given preparation time * To use everyday vocabulary from the 5 bands of the New General Service List and some of the New Academic Word List | | |
| English communication (MEXT objectives for Teacher Certification Course)  Attainment Objectives for Teacher Certification  1) To be able to listen to English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.  2) To be able to read English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.  3) To be able to speak English (in conversation and presentation) to suit the purpose, scene and situation, etc., for various different themes.  4) To be able to write English to suit the purpose, scene and situation, etc., for various different themes.  5) To be able to execute language activities that integrate multiple themes. | | |
| **Tentative Course Schedule:** | | |
| Lesson | Topic | Content/Activities |
| 1 | Course Introduction | Course outline and objectives, review of syllabus, expectations of students  Your Language Learning History  Interviews |
| 2 | Functional Speaking Objective 1 – Justifying opinions and clarifying meaning | Introduction of functional objectives, grammar objectives, and target expressions  FO1 Justifying (giving reasons), making the meaning clear  Group work on questions |
| 3 | Vocabulary & Listening 1 | Activities for NGSL & NAWL vocabulary band 5, listening practice, Quiz  Active listening |
| 4 | Fluency & pronunciation 1 | 3-2-1 fluency activity, pronunciation practice  Review IPA  Short presentation |
| 5 | Review & recording 1 | Recording for FO1 Giving reasons for your opinion  Quiz  Plan exchange project (t.b.c) |
| 6 | Functional Speaking Objective 2 – Giving definitions of abstract and concrete terms | Introduction of functional objective 2, grammar objectives, and target expressions  FO2: Giving definitions/ extra information using adjective clauses  Role play |
| 7 | Vocabulary & Listening 2 | Activities for NGSL & NAWL vocabulary bands, listening practice  Group work on questions |
| 8 | Fluency & pronunciation 2 | 3-2-1 fluency activity, pronunciation practice, fluency recording 1  Discussion |
| 9 | Review & recording 2 | Recording for functional objective 2  Quiz  Pause for reflection |
| 10 | Functional Speaking Objective 3 – Telling a story | Introduction of functional objectives, grammar objectives, and target expressions  FO3 – Telling a story  Spooky or funny or fantastic story |
| 11 | Vocabulary & Listening 3 | Activities for NGSL & NAWL vocabulary bands, listening practice  Think-Pair-Share |
| 12 | Fluency & pronunciation 3 | 3-2-1 fluency activity, pronunciation practice, discussion activity |
| 13 | Review & recording 3 | Recording for functional objective 3  Quiz  Pause for reflection |
| 14 | Functional Speaking Objective 4 – In an ideal world | Introduction of functional objectives, grammar objectives, and target expressions  FO4 Using unreal conditionals  If only I hadn’t…/  Role play |
| 15 | Vocabulary & Listening 4 | Activities for NGSL & NAWL vocabulary bands, listening practice  Self-evaluation |
| 16 | Fluency & pronunciation 4 | 3-2-1 fluency activity, pronunciation practice  Discussion |
| 17 | Review & recording 4 | Recording for functional objective 4 Quiz  Pause for reflection |
| 18 | Functional Speaking Objective 5 – Reporting what was said | Introduction of functional objective 5, grammar objectives, and target expressions  FO 5 Reported speech |
| 19 | Vocabulary & Listening 5 | Activities for NGSL & NAWL vocabulary bands, active listening practice |
| 20 | Fluency & pronunciation 5 | 3-2-1 fluency activity, pronunciation practice, discussion activity |
| 21 | Review & recording 5 | Recording for functional objective 5 Quiz  Pause for reflection |
| 22 | Functional Speaking Objective 6 – If only! | Introduction to functional objectives, grammar objectives, and target expressions  FO6 What should have happened  Discussion/role play |
| 23 | Vocabulary & Listening 6 | Activities for NGSL & NAWL vocabulary bands, listening practice |
| 24 | Fluency & pronunciation 6 | 3-2-1 fluency activity, pronunciation practice, fluency recording |
| 25 | Review & recording 6 | Recording for functional objective 6  Quiz  Pause for reflection |
| 26 | Vocabulary & Listening 7 | Activities for NGSL & NAWL vocabulary bands, listening practice  Group work on questions |
| 27 | Fluency & pronunciation 7 | 3-2-1 fluency activity, pronunciation practice, discussion activity |
| 28 | Functional speaking objective/ fluency recording catch up | Grammar review  Group work on questions and peer teaching  Pause for reflection |
| 29 | Fluency & pronunciation 8 | 3-2-1 fluency activity, pronunciation practice, fluency recording 4  Quiz |
| 30 | Review | Practice for oral exam |
| EXAM | Computer-based grammar exam, oral exam | |
| **Required Materials:** | | |
| * A copy of Grammar in Use Intermediate (3rd Edition) * A4 writing paper, pens, pencils, eraser * Japanese-English, English Japanese dictionary * Handouts provided by teacher * Binder for handouts | | |
| **Course Policies:** | | |
| Attendance   * You must attend every class if possible. There are no points for attendance because it is expected. * If you have to miss class because you are sick or for another excused reason, please get a note from your doctor and an absence form from the office. A doctor’s note means that I can excuse your absence. * If you have more than 5 unexcused absences, you will have to withdraw from the course. * If you miss a class for any reason, you should contact me (email is best) to find out about the coursework you need to complete. Even if you miss a class, you must still complete the classwork and homework from that lesson. This is your responsibility. * If you arrive late for class three times, it will count as one absence. | | |
| Preparation and Review Time   * Students are expected to spend **at least** one hour preparing for every hour of class, and one hour reviewing and doing homework. * After every lesson, you should review the class handouts and your notes to make sure you understand. * If you do not understand anything at any time, it is your responsibility to ask questions. If you do not ask questions, the teacher will assume you understand everything. | | |
| Academic Honesty   * You are not allowed to use translation software or Internet translation sites in this or any course at MIC. Using translation software reduces your time spent studying English and makes you less independent. * Although it is fine to work with classmates on homework assignments together, copying homework from your classmates is unacceptable and will result in 0% on that assignment. Some assignments are suited to group work while others are more suited to individual study. Please check with the teacher if you are not sure about a particular assignment.   Assignment Submission   * Any homework assignments must be completed on time to earn full credit. Late homework is not generally accepted for assignments which involve preparation of a discussion topic or questions etc because the preparation is needed at the time of the lesson. * Speaking homework will be submitted using Flipgrid app or another online means . Again, you must be sure your homework is submitted on time to get full marks. | | |
| **Grading Policy** | | |
| **Participation –15%**  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.  **Homework – 20%**  This includes preparation for class activities and any assignments given to complete at home. Examples include: writing a reflection on the class, reading questions and planning what you will say, brainstorming a topic by yourself, commenting on flipgrids by other people, preparing for a teletandem session.  **Speaking Assessments and Recordings – 30%**   1. Speaking Interaction: Recordings or in-class assessments in pairs or groups. Tests ability to perform Functional Objectives: 15% 2. Speaking Production: Recordings or Fluency Monologues or in class presentations, which may also be based on a functional objective: 15%   **Course Activities and Quizzes – 15%**  This section includes in-class listening tests, grammar and speaking quizzes, and other performance-based class activities.  **Final Exam – 20%**  You will have an oral exam evaluating your ability to manage conversations appropriately. You will be paired with another student and 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. | | |
| Note: | | |
| If you are having any problems in the course or you need some study advice, please come to see me during my office hours. | | |
| **Methods of Feedback:** | | |
| * Oral, in-class formative assessment including indirect corrections, suggestions, and encouragement * Summative assessment using rubrics for functional objective and fluency monologue recordings * Peer feedback during communication practice activities * Written feedback on submitted work * Scores and written feedback on tests, exams * Communication during office hours | | |
| **Diploma Policy Objectives:** | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations  3. The ability to identify and solve problems  4. Advanced communicative proficiency in both Japanese and English  5. Proficiency in the use of information technology | | |
| **Notes:** | | |
| It is your responsibility to seek help if you need it. Please visit your teacher during office hours if you need help with the course or simply basic study advice, and feel free to contact your teacher by email. You will likely be using several on online platforms in this course, which you will learn about early in the semester. | | |

**Speaking Interaction - Functional Objectives Speaking Quiz Grade Sheet (Rubric)**

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| --- | --- | --- | --- | --- | --- | --- |
| **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. |

