

**Miyazaki International College**  
**Course Syllabus**  
**Spring 2022**

<b>Course Title</b>	English 3 (4 credits)
<b>Instructor</b>	Brendan Rodda
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<b>Office hours</b>	Mon, 3:30pm-5pm; Thurs, 2:30pm-4pm

**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 Objectives**

Listening skills:

- Understand main ideas in short conversations and speeches
- Raise awareness of various pronunciation features of English

Speaking skills:

- Develop fluency and accuracy in the following functions and situations: managing conversations; giving definitions; making comparisons; expressing past conditionals; reporting speech and summarizing; and emphasizing and qualifying
- Improve various elements of pronunciation

Vocabulary:

- Acquire understanding of all words on bands 1 to 5 of the NGSL
- Develop fluency in using words on NGSL bands 1 to 5 in oral communication

**Course Schedule** Note that this schedule is subject to change.

Lesson	Topic	Content/Activities
1	Course Introduction	Overview of the course; introductory activities
2		Introduction to ENG3 and review of ENG2
3	Topic 1: Telling stories	Listening exercises; shadowing; pair work speaking
4		Listening; study and practice of past tenses
5		Past tense stories: accuracy and fluency practice
6	Topic 2: Reporting speech and summarizing	Listening exercises; shadowing; grammar focus
7		Group discussion; shadowing; pattern practice
8	Topic 3: Giving definitions	Listening exercises; shadowing; pronunciation
9		Pair work speaking; shadowing; fluency exercises
10	Review	Review Topics 1, 2 and 3; assessment recording
11	Topic 4: Making hypotheses and predictions	Listening; shadowing; first conditionals
12		Listening; second conditionals
13		Discussion: making hypotheses / predictions
14	Topic 5: Comparisons	Listening exercises; shadowing; practice basic forms
15		Listening exercises; shadowing; practice <i>as...as</i>
16	Topic 6: Describing Situations	Listening exercises; analysis of language of situation descriptions
17		Listening exercises; shadowing; speaking practice
18	Review	Review Topics 4, 5 and 6; assessment recording
19	Topic 7: Expressing past conditionals	Listening exercise; grammar focus
20		Listening exercise; pair work speaking
21		Shadowing; pronunciation; pair work
22		Fluency activity: record and submit interview
23	Topic 8: Emphasizing and qualifying	Listening exercises; shadowing; grammar focus
24		Listening exercises; shadowing; pattern practice
25		Group discussion; fluency exercise; assessment recording
26	Topic 9: Managing discussions	Listen to group discussion; analyze language of discussions; practice discussions
27		Practice discussions; fluency exercise
28		Listening exercise; discussion practice
29	Review	Review topics 1-4
30		Review topics 5-9; prepare for final examination
Final Exam		Oral communication, grammar

**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
- *Grammar in Use Intermediate* textbook
- dictionary

**Course Policies**

Any students who miss more than six 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**

Speaking and listening assessments..	30%
Homework.....	20%
Final exam.....	20%
Quizzes and classwork.....	15%
Participation.....	15%

**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 3 Speaking Rubric

Assessment	Fluency	Accuracy	Pronunciation	Communication Strategies & Rhetoric
<b>A</b> <b>90-100%</b>	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>B</b> <b>80-89%</b>	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.
<b>C</b> <b>70-79%</b>	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.
<b>D</b> <b>60-69%</b>	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.
<b>F</b> <b>Below 60%</b>	Very slow speech.	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.