

Miyazaki International College
Course Syllabus
(Fall 2018)

Course Title (Credits)	English 1 (ENG2-1) (4 credits) – Room 1-523
Course Designation for TC	
Content Teacher	
Instructor	N/A
E-mail address	N/A
Office/Ext	N/A
Office hours	N/A
Language Teacher	
Instructor	Rebecca Schmidt
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Office/Ext	Room 1-401
Office hours	Tuesdays 2:00-3:30, Thursdays 2:00-3:30 or by appointment

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 (subject to change)

Day	Topic	Content/Activities
1	Course Introduction	Course outline and objectives, review of syllabus, explanation of tools used in the class, expectations of students
2	Functional Objective #1: Managing Conversations Review of Semester 1 Functional Objectives 1&2: Managing Conversations <i>(Beginning a conversation / Sustaining a conversation / Concluding a conversation / Responding appropriately / Employing Classroom English -</i>	Introduction of functional objectives, grammar objectives- (Wh- Questions), and target expressions: pages 2-8 of MIC speaking handbook. Activities: Think-Pair-Share; Role plays; Group-share
3	Review NGSL vocabulary band 1 Fluency 1: Introduce yourself	Activities for NGSL vocabulary bands, prosody, and comprehension / Pair-work and group learning activities 3-2-1 fluency activity; pronunciation and parody practice. / Pair-work / Mini-presentations
4	Functional Objective #1: Managing Conversations Bringing others into a discussion / Suggesting alternatives/ Offering different opinions / Moving onto a new topic	Introduction of functional objectives, grammar objectives- (Wh- Questions), and target expressions: page 12 of MIC speaking handbook. Activities: Think-Pair-Share; Role plays; Group-share
5	Review Vocabulary / Grammar Test #1	<i>pages 2-3 General Classroom English / Requests / Responding to a request / showing understanding / showing you don't understand / working with a partner / expressing opinions / expressing lack of certainty / showing you have no opinion / showing you agree / showing you disagree /</i>
6	Functional Speaking Objective 1 Recording	Recording: Role-play a conversation expressing an opinion, suggesting alternatives and moving onto a new topic
7	Functional Objective #2 Describing situations and circumstances	Introduction to functional objectives, grammar objectives (present perfect / past simple): describe present situations: when/why/how they originated, and how long they have lasted. Activities: Think-Pair-Share; Role plays; Group-share
8	Review NGSL vocabulary band 2	Activities for NGSL vocabulary bands, prosody, and comprehension / Pair-work and group learning activities.

9	Fluency Recording 2: My Hobby	Record and submit fluency monologue 2: Discuss a hobby, when and why you started doing it and what you do now.
10	Review F.O. #2	<i>Describing Situations and Circumstances</i>
11	Vocabulary / Grammar Test #2	<i>Present Perfect / Past Simple and Vocabulary #2</i>
12	Functional Speaking Objective 3 – Talking about the Future - Introduction	Introduction to functional objectives, grammar objectives: <i>Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . . .)</i> and target expressions- Expressing possibility, probability, and certainty : <i>Speaking handbook pg. 13.</i> Activities: Think-Pair-Share; Role plays; Group-share
13	Vocabulary & Listening 3	Activities for NGSL 3 vocabulary bands, prosody, and comprehension.
14	Fluency 3: My Weekend plans	3-2-1 fluency activity; Recording
15	Review and Grammar Test#3	<i>Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . . .)</i>
16	Functional Speaking Objective 3: Discuss and make future plans	Recording 2: <i>Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . . .)</i>
17	Functional Speaking Objective 4 – Comparing and Contrasting - Introduction	Introduction to functional objectives, grammar objectives (<i>more . . . than</i>), (<i>as . . .</i>), (superlatives), and target expressions Activities: Think-Pair-Share; Role plays; Group-share; Discussion
18	Vocabulary & Listening 4	Activities for NGSL 4 vocabulary bands, prosody and comprehension
19	Fluency 4: Compare and Contrast your family members	Record and submit fluency monologue 4 Mini-presentation
20	Review Vocabulary and Grammar Test #4	Feedback and Self-Assessment on speaking activities. comparatives (<i>more . . . than / ~er than . . .</i>), (<i>as . . .</i>), superlatives: (<i>most / the -est</i>) for adjectives, adverbs, nouns, or verbs.
21	Functional Speaking Objective 4: Which is better? Why do you think so?	Speaking activities (record and submit)
22	Functional Speaking Objective 5: Expressing possibility, probability, and certainty - Introduction	Introduction to functional objectives, grammar objectives (modals: <i>must, may, might, could, can't</i> & adverbs of probability: <i>perhaps, possibly, maybe, probably</i>) and target expressions: <i>page 13 of the MIC speaking handbook.</i> Activities: Think-Pair-Share; Role plays; Group-share; Discussion

23	Vocabulary & Listening 5	Activities for NGSL vocabulary bands, prosody, and comprehension
24	Fluency 5	<i>3-2-1 fluency activity</i>
25	Review Vocabulary and Grammar Test #5	grammar objectives (modals: <i>must, may, might, could, can't</i> & adverbs of probability: <i>perhaps, possibly, maybe, probably</i>) and target expressions: <i>page 13 of the MIC speaking handbook.</i>
26	Functional Speaking Objective 5:	Recording
27	Functional Speaking Objective 6: Expressing Rules and Obligations – Introduction.	Introduction to functional objectives, grammar objectives (modals: <i>must, have to, musn't, could, can't, should, don't have to</i>) and target expressions: <i>page 13 of the MIC speaking handbook.</i> Activities: Think-Pair-Share; Role plays; Group-share; Discussion
28	Review and Grammar Test. Fluency Recording: Rules my parents made or didn't make for me in High School.	modals: <i>must, have to, musn't, could, can't, should, don't have to</i>)
29	Functional Speaking Objective 6: Difference in Cultural Rules and Expectations for different countries	Recording Mini-Presentations
30	Exam Preparation	Speaking and Grammar practice
Week 16	Final Exam	Computer based listening comprehension, computer-based grammar exam, oral exam

Required Materials:

- A4 writing paper, pens, pencils
- Japanese-English, English Japanese dictionary (if you have a smartphone, download the EIJIRO app; also try <http://www.alc.ac.jp>)
- Handouts provided by teacher/ downloaded by students as necessary
- Binder for handouts (with lined loose leaf paper)
- Vocabulary Notebook
- MIC Speaking Handbook (purchased at start of term)
- Grammar Textbook (purchased at start of term)
- A smart phone or tablet is high recommended (but not required)

Course Policies (Attendance, etc.)

Attendance

You will not get any points for attendance because it is expected that you will attend 100% of classes. If you are absent for any reason you need to 1) contact your teacher and 2) ask a classmate for class notes and homework assignment information. Participation is **required** at all classes. If you have three 'unexcused absences' you will probably drop **one letter grade** (for example from a B to C). If you have four or more 'unexcused absences' you may be asked to withdraw from the class. An 'unexcused absence' is

any absence for which you do not have permission. Medical reasons, family emergencies and so on are **NOT** counted as unexcused absences and will **NOT** influence your grade.

Academic Honesty

You are not allowed to use translation software or Internet translation sites in this or any course at MIC. Although it is fine to work with classmates on homework assignments together, copying homework from your classmates is unacceptable and may result in 0% on that assignment.

Assignment Submission

- Please follow teacher instructions: You may need to submit by paper, scan and submit by email, or type and submit by email.
- Any homework assignments must be completed on time to earn full credit. **Late homework is not accepted for assignments that are reviewed in class. All late assignments will be deducted 20%. Being absent is NOT an excuse for submitting assignments**
- Depending on what software is used, speaking homework will be submitted online through MIC Moodle (NOT by email) or another smartphone / tablet app. Again, you must be sure your homework is submitted on time to get full marks.

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. If you were absent, email the teacher or talk to a classmate about missed work. **This is YOUR RESPONSIBILITY.**
- Always imagine that all of classmates are non-native speakers of Japanese, and that there is no choice but to use English to communicate.
- "I was absent" is not an excuse for not completing assignments or being prepared for class. If absent, be sure to talk with your classmates first to find out what was missed.
- Again: **This is YOUR RESPONSIBILITY.**
- If you do not understand anything at any time, it is your responsibility to ask questions. If you do not ask questions, the teacher may assume you understand everything. Please use the office hours or email your teacher. No question is a bad question.

Grades and Grading Standards

Participation – 10%

Participation refers to being prepared, active, and focused in class. If you are absent, you will obviously not get participation marks. Every time you use Japanese in class, your participation grade may be negatively impacted. You will be continually evaluated in class during pair or group work, discussions, and presentations. You must give and show full effort in class to earn a good score in participation.

Homework – 10%

Examples of homework include grammar activities and speaking preparations.

TOEIC – 10%

Results of a TOEIC test conducted near the end of the semester count toward your grade.

Recordings – 20%

10%: Audio recordings of Functional Objectives (alone or in pairs)

10% Audio recordings of Fluency Monologues

Course Activities – 20%

Grammar and Vocabulary Tests and Learning Journals. Students will have 6 grammar and vocabulary tests in the semester. They will also be expected to keep a learning journal and reflect on learning experiences plus do reflections on all voice recordings.

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 listening comprehension test and a computer-based grammar test.

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
- All assignments will be returned within one week of submission.

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 online platforms in this course, which you will learn about early in the semester.

Fluency Monologues Speaking Grade Sheet (Rubric)

Score	Pronunciation	Fluency	Accuracy	Content / Support (reasons, explanations extra details)
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%+)	Non-native accent , 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.	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.