

Miyazaki International College

Course Syllabus

(Spring 2018)

Course Title (Credits)	English 1 (ENG1-3) (4 credits)
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	Stephanie Keith Lim
E-mail address	slim@sky.miyazaki-mic.ac.jp
Office/Ext	MIC 1 Room #404 / Extension - 3729
Office hours	Tuesdays, 13:00-17:15

Course Description:

Introduces initial basic proficiency in fluency and accuracy in spoken and written English. Develops fluency in basic oral expression. Develops reading skills through regular reading practice. Introduces writing skills from the paragraph level. Develops a basic level of accuracy in both written and oral sentence construction. Introduces vocabulary for academic purposes.

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 and announcements in an academic context;
- Demonstrate prosodic awareness and apply this awareness to their own speech acts;
- Recognize words/phrases when they are emphasized;
- Initiate, sustain, and conclude simple conversations through use of follow-through questions, rejoinders and other feedback channeling.
- Employ control language (classroom English) whenever appropriate;
- Describe routines, habits, and illustrations; recount past events; give and respond to advice/suggestions – all while applying the grammatical knowledge needed to carry out these actions;
- 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;
- Use everyday vocabulary from the first 3 bands (or more) of the NGSL word list;

Course Schedule (subject to change)

Day	Topic	Content/Activities
1	Course Introduction	General introductions; discussion of students' and teacher's expectations; course outline and objectives, review of syllabus, explanation of tools used in the class
2	Functional Objective 1 - Introduction	Context: Getting to know each other (in more detail) Grammar: Wh- and Yes/No questions; speaking practice
3	Grammar and fluency	Review grammar; Managing conversations: strategies and phrases; speaking practice
4	Listening, pronunciation and feedback	Prosody; speaking practice; pronunciation and other feedback
5	Quiz and Recording	Quiz; prepare and record F01
6	Functional Objective 2 - Introduction	Context: Making and responding to requests

		Grammar: Wh- and Yes/No questions; other relevant conversation phrases; speaking practice
7	Grammar and fluency	Context: Expressing opinions, levels of understanding and certainty; Grammar: Wh- and Yes/No questions; other relevant conversation phrases; speaking practice
8	Listening, pronunciation and feedback	Prosody; speaking practice; pronunciation and other feedback GRAMMAR HW CHECK1 - up to lesson 20
9	Quiz and Recording	Quiz; prepare and record FO2
10	Fluency Monologue 1	Prepare and record FM1 - Share an opinion about a topic (1-3 minutes)
11	Functional Objective 3 - Introduction	Context: Daily routines Grammar: present simple; adverbs of frequency; vocabulary; speaking practice
12	Grammar and fluency	Context: Routines Grammar: zero conditional; speaking practice
13	Listening, pronunciation and feedback	Prosody; speaking practice; pronunciation and other feedback
14	Quiz and recording	Quiz; prepare and record FO3
15		MIDTERM FEEDBACK GRAMMAR HW CHECK 2 - up to lesson 35
16	Functional Objective 4 - Introduction	Context: Describing images (people, objects, scenes) Grammar: present simple, present continuous; prepositions of place; existential "there"; speaking practice
17	Grammar and fluency	Context: Describing images (people, objects, scenes)

		Grammar: present simple, present continuous; prepositions of place; existential "there"; speaking practice CONTINUED
18	Listening, pronunciation and feedback	Prosody; speaking practice; pronunciation and other feedback
19	Quiz and Recording	Quiz; prepare and record FO4
20	Fluency Monologue 2	Prepare and record FM2 - describing routines OR describing images (1-3 minutes)
21	Functional Objective 5 - Introduction	Context: Recounting past events Grammar: past simple and past continuous; speaking practice
22	Grammar and fluency	Grammar review; phrases to signal time order; speaking practice
23	Listening, pronunciation and feedback	Prosody; speaking practice; pronunciation and other feedback GRAMMAR HW CHECK 3 - up to lesson 50
24	Quiz and Recording	Quiz; prepare and record F05
25	Functional Objective 6 - Introduction	Context: Giving and receiving advice Grammar: modals of advice; explaining a problem; speaking practice
26	Grammar and fluency	Context: Giving and receiving advice Grammar: modals of advice; explaining a problem; speaking practice CONTINUED
27	Listening, pronunciation and feedback	Prosody; speaking practice; pronunciation and other feedback
28	Quiz and Recording	Quiz; prepare and record FO6
29	Fluency Monologue 3	Prepare and record FM3 - recounting past events OR describing a problem (1-3 minutes)

30	Exam Preparation	Review; Questions GRAMMAR HW CHECK 4 - up to lesson 67
	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
- MIC Speaking Handbook (purchased at start of term)
- Grammar Textbook (purchased at start of term)

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

- 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.
- Depending on what software is used, speaking homework will be submitted online through MIC Moodle (NOT by email). 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.
- Always imagine that all of your 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.
- 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.

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%

This section includes grammar activities and speaking preparations.

TOEIC – 10%

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

Recordings – 20%

- 1) Audio recordings of Functional Objectives (alone or in pairs)
- 2) Audio recordings of Fluency Monologues

Voice Journals – 20%

You will record weekly journal entries using an online platform. In addition, you need to regularly comment on your classmates’ journal entries.

Quizzes - 10%

The class will have short quizzes throughout the semester.

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

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.

Rubric for Functional Objectives ENG1 60 points

Score	Pronunciation	Fluency	Accuracy	FO Goals	Content	Communication Strategies
A (90%+)	Excellent pronunciation; no issues with listener comprehension.	Fluid communication without pauses or hesitation.	Very few general errors were detected.	Language required for this functional objective was frequently employed both appropriately and accurately.	Extensive, effective, and appropriate content was given.	Even when not warranted, communication strategies were appropriately and accurately employed to facilitate communication OR strategies were unwarranted and not employed because communication had excellent flow.
B (80%+)	Evidence of non-native influence was present, but content was comprehensible without much difficulty.	Speech flowed well, with few difficulties maintaining communication.	General errors in grammar and vocabulary use were present, but did not strain comprehension.	Language required for this functional objective was frequently employed, but was sometimes lacking in either appropriateness or accuracy.	A lot of content with good explanations and/or examples was given.	When warranted, communication strategies were appropriately and accurately employed. OR strategies were unwarranted and not employed but could have smoothed communication if employed.
C (70%+)	Content was comprehensible with some effort on the part of the listener.	Minor difficulties maintaining communication were evident.	General errors in grammar and vocabulary use strained comprehension in some parts of the recording.	Language required for this functional objective was sometimes employed, but was lacking in either appropriateness or accuracy.	Enough content was given, but opinions were not effectively supported OR content was good in quality, but lacking in quantity.	When warranted, communication strategies were employed, but were sometimes either not appropriate or inaccurate.
D (60%+)	At times content was difficult to understand.	There were long pauses and evidence of difficulty maintaining communication.	General errors in grammar and vocabulary use strained comprehension in many parts of the recording.	Language required for this functional objective was infrequently employed, and was lacking in appropriateness and/or accuracy.	Content was not effective and/or appropriate and/or substantial, but some substance appeared.	Communication strategies were warranted and could have been used more often and more quickly, or the strategies were sometimes not appropriate and/or inaccurate.
F (50%+)	Most content was difficult to understand.	Little was said and there were many pauses that slowed and impeded communication.	Errors in grammar and vocabulary use severely strained comprehension for most of the recording.	Language required for this functional objective was infrequent, inappropriate, and/or inaccurate.	Not enough content was given, and it was not effective, appropriate, and/or substantial.	Communication strategies were warranted and should have been used more often and more quickly. The strategies were also lacking in appropriateness and/or accuracy.
F (+/-40%)	Content was not comprehensible.	Hardly anything was said (long pauses, stuttering, utterances of struggle...).	Errors in grammar and vocabulary use made understanding close to impossible.	Language required for this functional objective was not employed at all.	Hardly anything was said.	Communication strategies were required but not employed at all.

F (0%)	Not submitted.					
-----------	----------------	----------------	----------------	----------------	----------------	----------------

Rubric for Fluency Monologues - ENG1 60 points

Score	Pronunciation	Fluency	Accuracy	Support
A (90%+)	The speaker approached native-like pronunciation.	There was fluid communication without pause or hesitation.	Very few errors in grammar and vocabulary use were present, and comprehension was not an issue.	Extensive support that was effective and appropriate was given.
B (80%+)	Evidence of non-native influence was present, but content was comprehensible without difficulty.	Speech flowed well, with few difficulties maintaining communication.	There were errors in grammar and vocabulary use, but comprehension was not strained.	Several points of support were offered which were appropriate and effective.
C (70%+)	Content was comprehensible with some effort on the part of the listener.	Minor difficulties maintaining communication were evident.	Errors in grammar and vocabulary use strained comprehension in some parts.	Enough appropriate support was given, but the arguments could have been effective.
D (60%+)	At times content was difficult to understand.	There were long pauses and evidence of difficulty maintaining communication.	Errors in grammar and vocabulary use strained comprehension in many parts.	A small quantity of support was given. Arguments were not effective and/or appropriate.
F (50%+)	Most content was difficult to understand.	Little was said and there were many pauses that slowed and impeded communication.	Errors in grammar and vocabulary use severely strained comprehension for most parts.	Not enough support was given, and what was offered was not effective and/or appropriate.
F (50%>)	Content was incomprehensible for the most part.	Hardly anything was said (long pauses, stuttering, utterances of struggle...).	Errors in grammar and vocabulary use made comprehension impossible or close to it.	Support was largely lacking.
F (0%)	Not submitted.	Not submitted.	Not submitted.	Not submitted.