

**Miyazaki International College**  
**Course Syllabus**  
**Fall 2018**

Course Title (Credits)	ENG 2 English 2-2 (4 credits)
Course Designation for TC	Discipline related course
Language Teacher	
Instructor	Stephanie Lim
E-mail address	slim@sky.miyazaki-mic.ac.jp
Office/Ext	MIC 1, Room 403 / Extension 3729
Office hours	Tuesdays 13:00~14:30; Thursdays 13:00~14:30, 16:15~17:15

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.		
Course Objectives:		
By the end of the course, students will be able to...		
<ul style="list-style-type: none"> <li>• 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</li> <li>• To manage group discussions appropriately</li> <li>• To describe present situations and how they relate to the past</li> <li>• To describe future events</li> <li>• To make comparisons and contrasts</li> <li>• To express possibility, probability and certainty</li> <li>• To express rules and obligations</li> <li>• To develop fluency and pronunciation to at least the point where students can make themselves understood in short, spontaneous communication</li> <li>• To produce speech acts of at least one and a half minutes when given preparation time</li> <li>• To use everyday vocabulary from the first 4 bands of the NGSL word list</li> </ul>		
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	Introduction, review and practice of target expressions (p.12) – think-pair-share, peer teaching
3	Functional Objective 1	Negative questions, tag questions; intonation; speaking practice – think-group-share, peer teaching
4	Functional Objective 1	Record and submit Functional Objective 1 – think-pair-share, peer teaching
5	Functional Objective 2: Describing situations	Introduction, grammar: past simple and present perfect, speaking practice – jigsaw activities, think-pair-share, peer teaching
6	Functional Objective 2	Review, grammar: present perfect continuous & used to; speaking practice – think-pair-share, peer teaching
7	Functional Objective 2	Review of all the grammar and vocabulary – peer teaching; quiz
8	Functional Objective 2	Record and submit Functional Objective 2 - think-pair-share, peer teaching
9	Fluency Monologue 1	Record and submit Fluency Monologue 1; feedback - think-pair-share, peer teaching
10	Functional Objective 3: Talking about the Future	Introduction, grammar: simple future, going to & present continuous; speaking practice - think-pair-share, peer teaching
11	Functional Objective 3	Review, grammar: simple tense, first conditional; speaking practice – think-pair-share, peer teaching; presentation
12	Functional Objective 3	Review of all the grammar and vocabulary – peer teaching; quiz
13	Functional Objective 3	Record and submit Functional Objective 3 - think-pair-share, peer teaching
14	Functional Objective 4: Comparing and Contrasting	Introduction; grammar: -er/more structure (different tenses); speaking practice – think-pair-share, peer teaching
15	Functional Objective 4	Review; grammar: “as...as” structure (different tenses); speaking practice – think-pair-share, peer teaching
16	Functional Objective 4	Review; grammar: superlatives; speaking practice – think-group-share, peer teaching

17	Functional Objective 4	Review; quiz; record and submit Functional Objective 4 - think-pair-share, peer teaching
18	Fluency Monologue 2	Record and submit Fluency Monologue 2; feedback - think-pair-share, peer teaching
19	Functional Objective 5: Expressing possibility, probability & certainty	Introduction; grammar: adverbs of probability, present modals of probability; speaking practice - think-pair-share;
20	Functional Objective 5	Review; grammar: past modals of probability; target expressions (p.13); speaking practice - think-pair-share; creative writing
21	Functional Objective 5	Review all grammar and vocabulary – peer teaching; quiz
22	Functional Objective 5	Record and submit Functional Objective 5 - think-pair-share, peer teaching
23	Functional Objective 6: Expressing rules and obligations	Introduction; grammar: present and past modals of obligation; speaking practice – think-pair-share
24	Functional Objective 6	Review; grammar: imperatives to give instructions; speaking practice – think- group-share; role play
25	Functional Objective 6	Review all grammar and vocabulary – peer teaching; quiz
26	Functional Objective 6	Record and submit Functional Objective 6 - think-pair-share, peer teaching
27	Fluency Monologue 3	Record and submit Fluency Monologue 3; feedback - think-pair-share, peer teaching
28	Prosody and vocabulary	Other extra materials
29	Exam Preparation	Review and practice grammar, vocabulary & speaking
30	Exam Preparation	Review and practice grammar, vocabulary & speaking
	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.**

## 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 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%

Examples of homework include 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 a weekly voice journal entry on Flip Grid. In addition, you need to regularly comment on your classmates' journal entries.

Quizzes – 10%

We will have short grammar 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 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,	Errors in grammar and vocabulary use made understanding	Language required for this functional objective was not employed at all.	Hardly anything was said.	Communication strategies were required but not employed at all.

		utterances of struggle...).	close to impossible.			
F (0%)	Not submitted.	Not submitted.	Not submitted.	Not submitted.	Not submitted.	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.