

# Miyazaki International College

## Course Syllabus

Fall 2018

Course Title ( Credits )	English 2 (ENG2-TCa) (4 credits)
Course Designation for TC	Discipline-related course
Language Teacher	
Instructor	Ellen Head
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Office hours	Tuesday 1.00-2.30, Thursday 1.00-2.30, other times by arrangement.

### Course Description:

English 2 aims to develop students' ability to listen to and speak English in daily life and academic situations. In the course, students will study and practice communicative functions, grammar and vocabulary as outlined below. Practice will include a variety of listening and speaking activities which aim to improve students' fluency in oral communication as well as their knowledge of grammar, vocabulary and communication strategies.

For listening, tasks include grasping the main points of clear, standard input in an academic context and demonstrating understanding of common intonation patterns. Students will be able to communicate with a higher degree of fluency and manage more complex interactions such as bringing other members into a discussion.

### Course Objectives:

By the end of the course, students will be able to do the following:

- Participate in a group discussion and take the lead
- Describe events that happened in the past
- Talk about future plans
- Make predictions about future events
- Compare various objects or courses of action and evaluate them
- Understand and attempt to use some of the intonation patterns of standard English including the use of a falling tone for making a statement and rising tone for a question
- When listening, understand the main ideas of a short report, lecture, conversation or announcement which they hear
- Employ control language (classroom English) and conversation strategies when appropriate, with an increased level of skill compared to semester 1
- Produce speech acts of 1~3 minutes on a given topic, with an increased level of fluency compared to semester 1, when given a short time to prepare
- Use everyday vocabulary from the first 4 bands (or 4 to 5 bands) of the NGSL word list;

MEXT Objectives:

- Attainment Objective (1) Listen to English in various different genres and themes and to be able to understand the information and thinking to suit the purpose
- Attainment Objective (2) Speak English (in conversation and presentation) to suit the purpose, scene and situation, etc., for various different themes.
- Attainment Objective (5) to be able to execute language activities that integrate multiple themes.

### Course Schedule

(Please note that this syllabus order and details of topics may change, depending on the speed of progress, level and choices made by students.)

Day	Topic	Content/Activities
1	Course Introduction	Read syllabus; introductory activities
2	Functional Objective 1	Introduction of functional objective 1, grammar and target expressions [ATLS 3.ii Pause for reflection] [TC objective 2]
3	Functional Objective 1 Comparisons	Pair work practice and vocabulary for functional objective 1: Making comparisons, which city is better for raising your children in, Miyazaki or New York? [ATLS 2.ii Formal Mini Debate][CT4 identify salient information][TC objective 2, 5]
4	Fluency Activity	3-2-1 fluency activity: your vacation story [ATLS 2.iii Presentation][TC objective 2]
5	Review	[TC Objective 2,5]
6	Functional Objective 1	Recording: comparing two cities [ATLS 2.iii Presentation] [TC objective 2]
7	Functional Speaking Objective 2 – Managing a group discussion	Introduction to functional objective 2, grammar objectives, and target expressions: discussion about controversial issue for example nuclear power and alternative energy [ATLS 2.ii Formal Mini Debate] [CT6 Identify solutions to a real-world problem][TC objective 2]
8	Vocabulary & Listening 2	Activities for NGSL vocabulary bands, prosody and comprehension test 1 [ATLS 3.ii Pause for reflection][TC objective 1]
9	Fluency Monologue 1	Record and submit fluency monologue 1: your vacation story [ATLS 2.iii Presentation][TC objective 2]
10	Review	Review of comparison, language for giving opinions, past tenses [TC objective 2, 5]

11	Functional Speaking Objective 2	Speaking activities (possibly record and submit in group of 3, discussion about nuclear power and alternative energy [ATLS 2.ii Formal Mini Debate] [TC objective 2, 5]
12	Functional Speaking Objective 3 – Introduction	Introduction to functional objective 3 grammar objectives, and target expressions  Talking about rules or advice related to a hobby or sport [ATLS 4.ix Group Work on Questions][CT 5 Perspicivall thinking] [TC objective 2, 5]
13	Vocabulary & Listening 3	Activities for NGSL vocabulary bands, prosody, and comprehension [ATLS 3.ii Pause for reflection][TC objective 1]
14	Fluency 3	3-2-1 fluency activity; talking about rules of a hobby or sport [ATLS 2.iii Presentation] [TC objective 2, 5]
15	Review	[TC objective 2, 5]
16	Functional Speaking Objective 3	Talking about rules and advice using “should” Recording 2 [ATLS 2.iii Presentation] [TC objective 2, 5]
17	Functional Speaking Objective 4 - Introduction	Introduction to functional objective 4; make a plan for a class event, grammar objectives, and target expressions [ATLS 4.ix Group Work on Questions][CT 1 identifying relevant information] [TC objective 2, 5]
18	Vocabulary & Listening 4	Activities for NGSL vocabulary bands, prosody and comprehension test 2 [ATLS 3.ii Pause for reflection][TC objective 1]
19	Fluency 4	Record and submit fluency monologue 4: about a plan for a class event [ATLS 4.viii Informal debate] [TC objective 2, 5]
20	Review	[TC objective 2, 5]
21	Functional Speaking Objective 4	Talking about a plan: Speaking activities (possibly record and submit)  [ATLS 2.ii Formal Mini Debate] [TC objective 2, 5]
22	Functional Speaking Objective 5 - Introduction	Introduction to functional objective 5, talking about the future and the likelihood that something will happen: robots taking over all our jobs? grammar objectives, and target expressions [ATLS 4.ix Group Work on Questions] [TC objective 2, 5]

23	Vocabulary & Listening 5	Activities for NGSL vocabulary bands, prosody, and comprehension [ATLS 3.ii Pause for reflection][TC objective 1]
24	Fluency 5	3-2-1 fluency activity: express your opinion about what will happen in your future 10 years from now [ATLS 2.iii Presentation] [TC objective 2, 5]
25	Review	Review talking about future, likelihood, plans [TC objective 2, 5]
26	Functional Speaking Objective 5	Recording; discussion with a partner, expressing your opinion about the future of Japan and the world 100 years from now [ATLS 4.viii Informal debate] [TC objective 2, 5]
27	Exam briefing	Information about the range of tasks and topics and format of exam [ATLS 3.iii Active listening] [TC objective 1, 5]
28	Review	Vocabulary and grammar quiz done in a group[TC objective 1, 5]
29	Exam Preparation	Listening practice [TC objective 1]
30	Exam Preparation	Speaking practice [TC objective 2, 5]
	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 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 and/or TOEIC workshop attendance at ARC count toward your grade.

#### Recordings – 20%

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

#### Course Activities – 20%

This section includes in-class listening tests, grammar and speaking quizzes, and other performance-based class activities. All class work should be kept so that students can make a portfolio (a selection of their best work) at the end of the class.

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 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.

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows an understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	Awareness of Current Events & Global Issues					
	Reading					
English Language Ability	Writing	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Oral Communication					
	Reading					
Japanese Language Ability	Writing	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Oral Communication					
	Reading					