

Miyazaki International College
English 2 Course Syllabus

Fall 2018

Course Title	English 2 (4 credits)
Course Designation for TC	Discipline-related course
Instructor	Brendan Rodda
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Office hours	Tue, 3.30pm-5.00pm; Thurs, 12.30pm-2.00pm

Course Description:

English 2 aims to develop students' abilities to listen to and speak English in academic situations. In the course, students study and practice communicative functions, grammar and vocabulary. Practice includes a variety of listening and speaking activities that aim to improve students' fluency in oral communication.

Course Goals/Objectives:

Listening skills:

- Understand expressions of situation description, comparison, probability, obligation and future references in short conversations and monologues
- Understand verbal cues related to the management of discussions
- Raise awareness of various pronunciation features of English
- Aural comprehension of all words on bands 1 to 4 of the NGSL in context

Speaking skills:

- Develop fluency and accuracy in the following functions and situations: managing conversations; describing situations; making comparisons; expressing probability; expressing obligation; and talking about the future
- Improve various elements of pronunciation
- Develop fluency in using words on NGSL bands 1 to 4 in speech

Teacher certification attainment objectives:

- 1) To be able to listen to English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.
- 3) To be able to speak English (in conversation and presentation) to suit the purpose, scene and situation, etc., for various different themes.
- 5) To be able to execute language activities that integrate multiple themes.

Tentative Course Schedule		
Lesson	Topic	Content/Activities
1	Course Introduction	Read syllabus; introductory activities
2		Overview of topics; introduction to vocabulary study
3	Topic 1: Managing conversations	Listening exercises; shadowing; pair work speaking (TC obj.1,3)
4		Listen to group discussion; practice discussions
5		Practice discussions; fluency exercises
6		Review; pronunciation activity; quiz
7	Topic 2: Describing situations	Listening exercises; shadowing; pronunciation
8		Pair work speaking; shadowing; fluency exercises
9		Listening exercises; info-gap exercise (TC obj.1,3)
10		Record and submit fluency monologue; quiz
11	Review	Review Topics 1 and 2 (TC obj.1,3,5)
12	Topic 3: Comparisons	Listening exercises; shadowing; practice basic forms
13		Listening; compare countries using basic forms
14		Listening exercises; shadowing; practice <i>as...as</i>
15		Speaking activity: info-gap exercise; pattern practice
16		Pair work: record and submit monologue; quiz
17	Topic 4: Expressing probability	Listening exercise (matching); grammar focus
18		Listening exercise; pair work speaking (TC obj.1,3)
19		Shadowing; pronunciation; pair work
20		Fluency activity: record and submit interview; quiz
21	Review	Review Topics 3 and 4
22	Topic 5: Expressing obligation	Listening exercises; shadowing; grammar focus
23		Listening exercises; pair discussion; pattern practice
24		Fluency activity; group discussion; pronunciation
25	Topic 6: Expressing future plans and predictions	Listening exercises; elicit prediction forms; practice
26		Pair discussion; shadowing; pattern practice
27		Listening exercises; elicit forms for future plans
28		Pair discussion; shadowing; pattern practice
29	Review	Review Topics 5 and 6 (TC obj.1,3,5)
30		Review all topics; prepare for final examination (TC obj.1,3,5)
	Final Exam	Oral communication test and grammar test

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
- the textbook *Grammar in Use Intermediate*
- a mobile computer device (tablet or smartphone)
- dictionary

Course Policies

A student who misses more than five 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

Final exam.....	20%
Other quizzes.....	20%
Homework.....	20%
Recordings.....	20%
TOEIC.....	10%
Participation.....	10%

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 2 Speaking Rubric

Assessment	Fluency	Accuracy	Pronunciation	Communication Strategies & Rhetoric
A 90-100%	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 80-89%	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.
C 70-79%	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.
D 60-69%	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.
F Below 60%	Very little was said.	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.