

Miyazaki International College

Spring 2018 Course Syllabus

Course Title	(ENG3) English 3
Course Designation	Discipline-related course
Instructor	Edward Rummel
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Office/ Extension	MIC 1, room 409 / Extension 3734
Office Hours	Mon/Wed/ 15:30-17:00

Course Description:

ENG 3 English 3 Further develops oral and written fluency and accuracy. Continues practice in intensive and extensive reading skills. Strengthens writing skills through cohesive multi-paragraph essay writing. Develops further academic vocabulary and structural using complex forms. The goals of English 3 are to further develop oral fluency and accuracy in academic settings. The course continues practice in listening skills, pronunciation practice, conversation management and fluency development. Students will also learn and practice using grammar objectives and vocabulary.

Course Goals & Objectives:

English program level 3

Students will be able:

- 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
- To manage conversations appropriately
- To give definitions using *adjective clauses*
- To tell stories using *past simple, past progressive* and *past perfect tenses*
- To express the unreal past using *past modals of advice* and *the third conditional*
- To make hypotheses and predictions using the *first* and *second conditional*
- To report opinions and summarizing using *reported speech*
- To produce stretches of language at an even tempo, with only few pauses
- To produce speech acts of at least two minutes when given preparation time
- To demonstrate in speech natural use of stress and intonation as well as linkage between final vowels and initial consonants
- To use everyday vocabulary from the 5 bands of the New General Service List

Tentative Course Schedule:

Lesson	Topic	Content/Activities
1	Course Introduction	Course outline and objectives, review of syllabus, expectations of students
2	Functional Speaking Objective 1 – Managing conversations	Introduction of phrases for justifying opinions, clarifying meaning (p. 14 Speaking HB) English sentence structure pattern practice (EPP) Lesson 1, Exercises 1-8
3	Vocabulary & Listening 1	EPP L1, Ex 9-16
4	Fluency & pronunciation 1 Review	3-2-1 fluency activity, pronunciation practice Oral Quiz: EPP L1, Ex 9-16
5	Structure Practice	EPP L2, Ex 1-8
6	Functional Speaking Objective 2 – Managing conversation (giving definitions)	Introduction of functional objectives, grammar objectives (<i>adjective clauses</i>), and target expressions

		EPP L2, Ex 9-13
7	Review 2	Oral Quiz: EPP L2, Ex 1-13
8	Fluency & pronunciation	3-2-1 fluency activity, pronunciation practice, EPP L3, Ex 1-6
9	Structure Practice	EPP L3, Ex 7-12
10	Functional Speaking Objective 3 – Telling Stories Review	Introduction of functional objectives, grammar objectives (past tenses), and target expressions Oral Quiz: EPP L3, Ex 1-12
11	Review 1-3	Listening - Speaking practice Oral Quiz: EPP L1 , Ex1 - L3 -Ex12
12	Fluency & pronunciation 3	3-2-1 fluency activity, pronunciation practice, discussion activity
13	Review 1- 3	Oral Quiz: EPP L1 , Ex1 - L3 -Ex12
14	Functional Speaking Objective 4 – Expressing criticism and regret	Introduction of functional objectives, grammar objectives (3 rd conditional), and target expressions (p15-16 SHB)
15	Listening - Speaking practice	EPP L4 , Ex1 - 10
16	Fluency & pronunciation 4	3-2-1 fluency activity, pronunciation practice EPP L4 , Ex11 - 19
17	Review 4	Oral Quiz: EPP L4 , Ex1 - 19
18	Functional Speaking Objective 5 – Making hypotheses and predictions	Introduction of functional objectives, grammar objectives (<i>1st and 2nd conditional</i>), and target expressions
19	Listening - Speaking Practice	EPP L5, Ex1 - 7
20	Fluency & pronunciation 5	3-2-1 fluency activity, pronunciation practice, discussion activity EPP L5 , Ex8 - 16
21	Review 5	Oral Quiz: EPP L5 , Ex1- 19
22	Functional Speaking Objective 6 – Reporting opinions and summarizing	Introduction to functional objectives, grammar objectives (<i>reported speech</i>), and target expressions (p. 16 SHB)

23	Listening - Speaking Practice	EPP L6, Ex1- 8
24	Fluency & pronunciation 6	3-2-1 fluency activity, pronunciation practice EPP L6 , Ex9- 16
25	Review 6	Oral Quiz: EPP L6 , Ex1- 16
26	Listening - Speaking Practice	EPP L7, Ex1- 7
27	Fluency & pronunciation 7	3-2-1 fluency activity, pronunciation practice, discussion activity EPP L7, Ex8- 14
28	Review 7	Oral Quiz: EPP L7, Ex1-14
29	Fluency & pronunciation 8	3-2-1 fluency activity, pronunciation practice
30	Review	Practice for oral exam Comprehensive Oral Quiz: EPP L1 - L7
Week 16	Final Exam: Computer-based grammar exam, oral exam	
Required Materials:		
<ul style="list-style-type: none"> • A copy of Grammar in Use Intermediate (3rd Edition) • A4 writing paper, pens, pencils, eraser • Japanese-English, English Japanese dictionary • Handouts provided by teacher • Binder for handouts 		
Course Policies:		

Attendance

- You must attend every class if possible.
- If you have to miss class because you are sick, please get a note from your doctor. A doctor's note means that I can excuse your absence.
- If you have more than 5 unexcused absences, you will have to withdraw from the course.
- If you miss a class for any reason, you should contact me (email is best) to find out about the coursework you need to complete. Even if you miss a class, you must still complete the classwork and homework from that lesson.
- If you arrive late for class three times, I will count this as one absence.

Preparation and Review Time

- Students are expected to spend at least one hour preparing for every hour of class, and one hour reviewing and doing homework.
- After every lesson, you should review the class handouts and your notes to make sure you understand.
- If you do not understand anything at any time, it is your responsibility to ask questions. If you do not ask questions, the teacher will assume you understand everything.

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 will result in 0% on that assignment.

Assignment Submission

- Any homework assignments must be completed on time to earn credit. Late homework is not accepted for assignments that are reviewed in class.
- Speaking homework will be submitted online or quizzed in class. Again, you must be sure your homework is submitted on time to get full marks.

Methods of Student Feedback:

In principle, students will be given regular oral quizzes and appropriate feedback, i.e., scores comment, etc. at least once a week.
Diploma Policy Standards Satisfied by Course Objectives
1. The ability to identify and solve problems 2. Advanced communicative proficiency in English
Grades:
<p>Participation – 20%</p> <p>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, you will lose participation points. 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.</p> <p>Homework – 20%</p> <p>This includes preparation for class activities and any assignments given to complete at home.</p> <p>Recordings and/or oral class exercises – 20%</p> <ol style="list-style-type: none"> 1) Functional objectives (alone, in pairs or small groups) 2) Fluency monologues <p>Course Activities – 20%</p> <p>This section includes in-class listening tests, grammar and speaking quizzes, and other performance-based class activities.</p> <p>Final Exam – 20%</p> <p>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.</p> <p>In addition to the oral exam, you will also have to complete a computer-based grammar test.</p>
Note:
If you are having any problems in the course or you need some study advice, please come to see me during my office hours.

ORAL PROFICIENCY ASSESSMENT RUBRIC (LEVEL 4)

Scale	Pronunciation	Form (Accuracy)	Fluency	Vocabulary	Strategies	Listening
10, 9 CEFR: C1 [160-189 on the TOEIC Speaking]	Highly intelligible with clear and natural use of intonation, stress, and sounds; errors are rare and hard to spot.	Consistently maintains a high degree of grammatical accuracy; errors are rare, do not interfere with understanding and are generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of topics without having to restrict what he/she wants to say.	Can select a suitable phrase from a range of discourse functions to preface his/her remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
PASS 8, 7, 6 CEFR: B2 [130-159 on the TOEIC Speaking]	Very intelligible with clear and natural use of stress and intonation, including word linkage (consonant to vowel); occasional errors that do not interfere with intelligibility.	Shows a relatively high degree of grammatical control. Does not make errors that cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with fairly even tempo, although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeable long pauses.	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Can initiate discourse, take his/her turn and end conversations appropriately, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in. etc.	Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Can recognize word linkage (consonant to vowel).
5, 4, 3 CEFR: B1 [110-129 on the TOEIC Speaking]	Intelligible, although a foreign accent is detectable. Can use falling intonation after statements and thought groups and rising intonation for questions. Pronunciation errors may occasionally occur.	Uses a reasonably accurate repertoire of frequently used 'routines' and patterns associated with more predictable situations. Occasionally makes errors which cause misunderstanding.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Has enough language to get by, with sufficient vocabulary within the appropriate vocabulary level to express him/herself with some hesitation and circumlocutions on topics of personal and academic relevance.	Can initiate, maintain, and close simple conversations on familiar topics of personal or academic interest within the appropriate language level. Can repeat back part of what someone has said to confirm mutual understanding.	Can understand the main points of clear standard speech on familiar topics of personal or academic interest. Can understand rising intonation for questions and falling intonations for statements and thought groups.

<p>2 CEFR A2 [80-109 on the TOEIC Speaking]</p>	<p>Pronunciation is sufficiently intelligible, despite a strong accent. Some repetition necessary. Can stress appropriate content words.</p>	<p>Uses some simple structures correctly, but still systematically makes basic mistakes.</p>	<p>Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</p>	<p>Uses basic sentence patterns with memorized phrases, groups of a few words or formulae as well as typical vocabulary at the appropriate level in order to communicate limited information in simple everyday situations.</p>	<p>Can ask and answer questions and respond to simple statements using everyday language at the appropriate level. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.</p>	<p>Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. Can catch the main point in clear, simple messages and announcements. Can recognize content word emphasis.</p>
<p>1 CEFR A1 [60-189 on the TOEIC Speaking]</p>	<p>Intelligible with effort. Does not make use of typical English prosody (intonation, stress, thought groups).</p>	<p>Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.</p>	<p>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>	<p>Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.</p>	<p>Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.</p>	<p>Recognizes familiar words and very basic phrases concerning him/herself, his/her family, and immediate concrete surroundings when people speak slowly and clearly.</p>
<p>0 [1-59 on the TOEIC Speaking]</p>	<p>Does not make use of typical English prosody (stress and intonation). Frequently struggles with pronunciation at word level.</p>	<p>Very limited control of grammatical structures and/or memorized formulae.</p>	<p>Speech is marked with very limited, staccato utterances and excessive pausing.</p>	<p>Very limited range of words, with errors present in memorized formulae.</p>	<p>Can answer questions, but cannot maintain conversation and is typically incapable of using repair strategies. Often makes use of mother tongue.</p>	
<p>No Response or Japanese Only</p>						