

Miyazaki International College

Course Syllabus

(Spring 2018)

Course Title	ENG3-3 English 3 (4 credits)
Course Designation for TC	N/A
Instructor	Alan Simpson
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Office/ Extension	MIC 1, room 201 / Extension 3710
Office Hours	Mon/Tue/Wed 4:00-5:00

Course Description:

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 accuracy using complex forms.

In particular, students will complete tasks based around the topic of cultures of the English-speaking world. 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 4

- To develop listening skills allowing students to understand the main ideas of short reports in an academic context, as well as to understand common stress & intonation patterns
- To manage conversations, give definitions, tell stories, express the unreal past, make hypotheses or predictions and report opinions & summarize
- To use adjective clauses, past simple, past progressive & past perfect, past modals of advice, third conditional, second conditional, and reported speech
- To develop fluency monologues and interaction, and prosodic awareness
- To know all 5 New General Service List vocab. bands, and some academic word lists.

Tentative Course Schedule:		
Lesson	Topic	Content/Activities
1	Course Introduction	Course outline and objectives, review of syllabus, expectations of students
2	Listening & Vocabulary 1 – Managing conversations	Listening and vocabulary activities
3	Functional Speaking Objective 1 – Managing conversations	Functional & grammar objectives, and target expressions
4	Fluency & pronunciation 1	Fluency monologue activity, pronunciation practice
5	Review 1 - vocab, and managing conversations	Dialogue review recording of objective 1
6	Listening & Vocabulary 2 – Giving Definitions	Listening and vocabulary activities
7	Functional Speaking Objective 2 – Giving Definitions	Functional & grammar objectives, and target expressions
8	Fluency & pronunciation 2	Fluency monologue activity, pronunciation practice
9	Review 2 - vocab, and Giving Definitions	Dialogue review recording of objective 2
10	Listening & Vocabulary 3 – Telling Stories	Listening and vocabulary activities
11	Functional Speaking Objective 3 – Telling Stories	Functional & grammar objectives, and target expressions
12	Fluency & pronunciation 3	Fluency monologue activity, pronunciation practice
13	Review 3 - vocab, and Telling Stories	Dialogue review recording of objective 3
14	Listening & Vocabulary 4 – Expressing the unreal past	Listening and vocabulary activities
15	Functional Speaking Objective 4 – Expressing the unreal past	Functional & grammar objectives, and target expressions
16	Fluency & pronunciation 4	Fluency monologue activity, pronunciation practice

17	Review 4 - vocab, and Expressing the unreal past	Dialogue review recording of objective 4
18	Listening & Vocabulary 5 – Making Hypotheses or predictions	Listening and vocabulary activities
19	Functional Speaking Objective 5 – Making Hypotheses or predictions	Functional & grammar objectives, and target expressions
20	Fluency & pronunciation 5	Fluency monologue activity, pronunciation practice
21	Review 5 - vocab, and Making Hypotheses or predictions	Dialogue review recording of objective 5
22	Listening & Vocabulary 6 – Reporting Opinions & Summarizing	Listening and vocabulary activities
23	Functional Speaking Objective 6 – Reporting Opinions & Summarizing	Functional & grammar objectives, and target expressions
24	Fluency & pronunciation 6	Fluency monologue activity, pronunciation practice
25	Review 6 - vocab, and Reporting Opinions & Summarizing	Dialogue review recording of objective 6
26	Listening & Vocabulary 7 –	Listening and vocabulary activities
27	Functional Speaking Objective 7	Functional & grammar objectives, and target expressions
28	Fluency & pronunciation 7	Fluency monologue activity, pronunciation practice
29	Review 7 - vocab	Dialogue review recording of objective 7
30	Review	Practice for oral exam
Week 16	Computer-based grammar exam, oral exam	

Required Materials:

- 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 may 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. Again, you must be sure your homework is submitted on time to get full marks.

Grades:

Listening – 20%

This is the grade for listening comprehension and fluency activities, including video recordings. If you are absent for any reason, it is your responsibility to submit the work, otherwise it will be a negative impact on your overall score.

Vocabulary – 10%

This is the grade for class vocab activities. If you can't complete it in class then you need to submit it in your own time.

Functional Speaking Objectives – 20%

This is based on the class quizzes and video recordings. It will also include the grammar objectives. If you can't complete it in class then you need to submit it by yourself.

Fluency Monologues – 20%

This is based on the quizzes and video recordings. If you can't complete it in class then you need to submit it by yourself.

Review – 10%

This is based on the vocab/grammar and discussion review activities.

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 grammar test.

Methods of Feedback:

Student work will be assessed regularly throughout the semester using written assignments, group work and recorded spoken assignments. Particularly struggling students will be contacted for one-on-one consultations with the teacher.

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)
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English

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>						