**Miyazaki International College**

**Course Syllabus**

**Spring 2019**

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| Course Title (Credits ) | English 1 (ENG1-2) (4 credits) – Room 421 (??) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |
| Language Teacher | |
| Instructor | Rebecca Schmidt |
| E-mail address | rschmidt@sky.miyazaki-mic.ac.jp |
| Office/Ext | Room 1-401 |
| Office hours | Tuesdays 2:30-4:30, Thursdays 2:30-3:30 or by appointment |

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| Course Description: | | |
| Introduces initial basic proficiency in fluency and accuracy in spoken and written English. Develops fluency in basic oral expression. Develops reading skills through regular reading practice. Introduces writing skills form the paragraph level. Develops a basic level of accuracy in both written and oral sentence construction. Introduces vocabulary for academic purposes.  The course develops fluency in basic oral expression through various active learning methods such as pair-work, brainstorming, group discussions, games and activities, role-plays, presentations and active listening. Students are expected to record conversations focusing on a main functional objective with minimal planning and notes while utilizing conversation strategies. | | |
| Course Objectives: | | |
| By the end of the course, students will be able to…   * Accurately use language of control when necessary; * Demonstrate comprehension of the main ideas of simple oral messages and announcements in an academic context; * Demonstrate prosodic awareness apply this awareness to their own speech acts; * Recognize words/phrases when they are emphasized; * Initiate, sustain, and conclude simple conversations through use of follow-through questions, rejoinders and other feedback channeling. * Employ control language (classroom English) whenever appropriate; * Describe routines, habits, and illustrations; recount past events; give and respond to advice/suggestions – all while applying the grammatical knowledge needed to carry out these actions; * Make themselves understood through short, spontaneous speech acts; * Produce speech acts of 1~3 minutes on a given topic when given a short time to prepare; * Use everyday vocabulary from the first 3 bands (or more) of the NGSL word list; | | |
| 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 Speaking Objective 2: ***Classroom English***- Introduction | Introduction of functional objectives, grammar objectives, and target expressions: ***pages 2-3*** *of MIC speaking handbook.*  Activities: Think-Pair-Share; Role plays; Group-share |
| 3 | Vocabulary & Listening 1 | Activities for NGSL vocabulary bands, prosody, and comprehension |
| 4 | Fluency 1: Recording  Introduce yourself | 3-2-1 fluency activity  pronunciation and parody practice. / Pair-work / Mini-presentations |
| 5 | Review | *pages 2-3 General Classroom English / Requests / Responding to a request / showing understanding / showing you don’t understand / working with a partner / expressing opinions / expressing lack of certainty / showing you have no opinion / showing you agree / showing you disagree /*  Activities: Think-Pair-Share; Role plays; Group-share |
| 6 | Functional Speaking Objective 2 | Recording #1 : Classroom English Role-play recordings |
| 7 | Functional Speaking Objective 1 ***Managing Conversations (Beginning a conversation / Sustaining a conversation / Concluding a conversation / Responding appropriately /*** *-* Introduction | Introduction to functional objectives, grammar objectives, and target expressions: ***pages 4-8*** *of MIC speaking handbook.* |
| 8 | Vocabulary & Listening 2 | Activities for NGSL vocabulary bands, prosody and comprehension test 1 |
| 9 | Functional Objective #2 Recording | Recording: **Role-play a conversation expressing an opinion, suggesting alternatives and moving onto a new topic** |
| 10 | Review | *Pages 4-8 :Getting attention politely / Explaining your business / General conversation starters / Follow-up questions / Introducing a new topic / thanking / signaling a conclusion / showing interest / showing you understand / showing happiness / positive emotions / showing sadness / negative emotions / showing surprise / showing empathy* |
| 11 | Functional Speaking Objective 1 / 2 | In-class role-plays – Group-share  Grammar Test #1 |
| 12 | Functional Speaking Objective 3 – **Describing routines and habits** Introduction | Introduction to functional objectives, grammar objectives, and target expressions  Activities: Think-Pair-Share; Role plays; Group-share |
| 13 | Vocabulary & Listening 3 | Activities for NGSL vocabulary bands, prosody, and comprehension |
| 14 | Fluency 3: Recording- My Daily Routine | 3-2-1 fluency activity – Recording: My daily routine  Activities: Role-play; group share |
| 15 | Review | *simple past / adverbs of frequency / zero conditional* |
| 16 | Functional Speaking Objective 3 | Discuss Daily Routines  Pair-work and group learning activities. |
| 17 | Functional Speaking Objective 4 – **Describing visual images** - Introduction | Introduction to functional objectives, grammar objectives, and target expressions |
| 18 | Vocabulary & Listening 4 | Activities for NGSL vocabulary bands, prosody and comprehension test 2 |
| 19 | Fluency 4: Describing my hometown | Record and submit fluency monologue 4 |
| 20 | Review | *present simple tense / present progressive tense / present perfect tense / existential ‘there’ construction /* |
| 21 | Functional Speaking Objective 4 | Speaking activities (record and submit) – discussing a photo  Pair-work and group learning activities. |
| 22 | Functional Speaking Objective 5: **Recounting past events** - Introduction | Introduction to functional objectives, grammar objectives, and target expressions: *page 9 of the MIC speaking handbook.* |
| 23 | Vocabulary & Listening 5 | Activities for NGSL vocabulary bands, prosody, and comprehension  Pair-work and group learning activities. |
| 24 | Fluency 5: Recording: My Best Memory | *3-2-1 fluency activity* |
| 25 | Review | *Adverbs to show order of events (beginning / continuing / ending) / simple past tense* |
| 26 | Functional Speaking Objective 5 | Recording 3 |
| 27 | Functional Speaking Objective 6: **Giving and Responding to Advice –** Introduction. | Speaking activities: Describing problems and giving advice recording  Activities: Think-Pair-Share; Role plays; Group-share |
| 28 | Review | Pages 9-11 in speaking handbook: *Advice: explaining a problem / asking for advice / giving advice / responding to advice / rejecting advice.* |
| 29 | Exam Preparation | Grammar practice: group work |
| 30 | Exam Preparation | Speaking practice: Pair-work |
|  | 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 (with lined A4 loose leaf paper) * MIC Speaking Handbook (purchased at start of term) * Grammar Textbook (purchased at start of term) * A smart phone or tablet is high recommended (but not required) | | |
| 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 an so on are **NOT** counted as unexcused absences and will **NOT** influence your grade.  After 1 unexcused absence you will be subtracted 1% point from your final 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) or another smartphone / tablet app: *Flipgrid*. 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.. 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 – 20%  Examples of homework include grammar activities and speaking preparations.  Recordings – 30%   1. Audio recordings of Functional Objectives (in pairs): 15% 2. Audio recordings of Fluency Monologues (alone): 15%   Course Activities – 20%  This section includes in-class listening tests, grammar and speaking quizzes, and other performance-based class activities.  Final Exam – 20%  You will have an oral exam evaluating your ability to manage conversations appropriately. With other students, you will be 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: | | |
| * 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 on online platforms in this course, which you will learn about early in the semester. | | |

**Functional Objectives Speaking Quiz Grade Sheet (Rubric)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **FO Goals** | **Content** | **Communication Strategies** |
| A  (90%+) | **Excellent** pronunciation;  **Easily understood.** | **Very fluid**. (Excellent flow)  **No pauses or hesitation.** | **Very few** **general errors** were detected. | **Language needed** for this functional objective was **frequently** used both **appropriately and accurately.** | Extensive, **effective, and appropriate** content was given. | **Excellent** use of communication strategies. |
| B  (80%+) | **Non-native accent**, but **easily understood.** | **Fluid** (Nice flow)  **Few difficulties** keeping communication. | General errors in grammar and vocabulary, but meaning is **easily understood.** | **Language needed** for this functional objective was **frequently** used  However **sometimes not** **appropriate or accurate.** | **A lot of** content with **good explanations** and/or examples was given. | **Good** use of communication strategies |
| C  (70%+) | **Some** pronunciation **mistakes.**  **Sometimes** listener **doesn’t understand.** | Sometimes **Fluid**, sometimes **Choppy** (not smooth)  **Some difficulties** keeping communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***some*** places. | **Language needed** for this functional objective was **sometimes** used  However **mostly not** appropriate or accurate. | **Enough content** was given, but **examples** were not well supported OR content was good quality, but too short. | **Used** communication strategies but **sometimes not appropriate or accurate.** |
| D  (60%+) | **Poor Pronunciation**  Listener **often doesn’t understand**. | **Long pauses, choppy** (not smooth)  **Difficult** to keep communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***many*** places. | **Language needed** for this functional objective was **rarely** used  **Hardly ever** appropriate or accurate. | Content was **not effective** and/or **appropriate** but was long enough. | **Needed to use more** communication strategies or use more quickly. / If used, **rarely appropriate or accurate** |
| F  (50%+) | Very bad **pronunciation.**  **Most** content was **difficult to understand**. | **Said very little**  **Slow** speech with **many pauses**- almost no communication. | Errors in grammar and vocabulary made the **meaning extremely difficult to understand throughout.** | **Language needed** for this functional objective was **hardly ever** used  Also, it was not **appropriate or accurate.** | Content was **not effective** and/or **appropriate** and was **too short.** | **Needed to use many more** communication strategies / If used, **almost never appropriate or accurate** |
| F  (+/-40%) | **Cannot be understood at all.** | **Said almost nothing** with **very long pauses**. | Errors in grammar and vocabulary use made **understanding nearly impossible.** | **Language needed** for this functional objective was **not** used **at all.** | **Said almost nothing** | **Didn’t use** communication strategies **at all.** |
| F  (0%) | Not submitted. | Not submitted. | Not submitted. | Not submitted. | Not submitted. | Not submitted.  . |

**Fluency Monologues Speaking Grade Sheet (Rubric)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **Content / Support**  (reasons, explanations extra details) |
| A  (90%+) | **Excellent** pronunciation;  **Easily understood.** | **Very fluid**. (Excellent flow)  **No pauses or hesitation.** | **Very few** **general errors** were detected. | **Extensive, Effective** and **appropriate** support **(**lots of reasons, extra details) throughout. |
| B  (80%+) | **Non-native accent**, but **easily understood.** | **Fluid** (Nice flow)  **Few difficulties** keeping communication. | General errors in grammar and vocabulary, but meaning is **easily understood.** | **Effective** and **appropriate** support **at times** |
| C  (70%+) | **Some** pronunciation **mistakes.**  **Sometimes** listener **doesn’t understand.** | Sometimes **Fluid**, sometimes **Choppy** (not smooth)  **Some difficulties** keeping communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***some*** places. | **Appropriate** support was given, but **not effective** at times. |
| D  (60%+) | **Poor Pronunciation**  Listener **often doesn’t understand**. | **Long pauses, choppy** (not smooth)  **Difficult** to keep communication. | General errors in grammar and vocabulary made the **meaning difficult to understand** in ***many*** places. | A **small quantity of support** given, but **not effective and / or appropriate**. |
| F  (50%+) | Very bad **pronunciation.**  **Most** content was **difficult to understand**. | **Said very little**  **Slow** speech with **many pauses**- almost no communication. | Errors in grammar and vocabulary made the **meaning very difficult to understand.** | **Not enough support** given, and **not effective and / or appropriate**. |
| F  (50%>) | **Cannot be understood at all.** | **Said almost nothing** with **very long pauses**. | Errors in grammar and vocabulary use made **understanding nearly impossible.** | **Almost no support** given |
| F  (0%) | Not submitted. | Not submitted. | Not submitted. | Not submitted. |