Miyazaki International College

Course Syllabus

(Spring 2019)

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| Course Title ( Credits ) | ENG3-1 English 3 (4 credits) |
| Course Designation for TC | Discipline-related course |
| Content Teacher |
| Language Teacher |
| Instructor | Jason Adachi |
| E-mail address | jadachi@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 2 room 205 / Extension 3782 |
| Office hours | Tue/Thurs 3:45-5:15 |

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| 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 structure using complex forms. The course continues practice in listening skills, pronunciation, conversation management and fluency development. Students will learn and practice using grammar objectives and vocabulary.  |
| Course Objectives: |
| Students will be able* To develop listening skills allowing them to understand the main ideas of short reports in an academic context, as well as understand common intonation patterns.
* To manage conversation appropriately
* To use *adjective clauses; past tenses; past modals of advice; first, second, and third conditionals; and reported speech*
* To improve fluency and be able to use natural stress and intonation.
* To use everyday vocabulary from the 5th band of the New General Service List
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| Course Schedule |
| Day | Topic | Content/Activities |
| 1 | Course introduction | Course outline and objectives, review of syllabus, expectations of students |
| 2 | Objective 1: Managing conversations | Listening and vocabulary activities |
| 3 | Managing conversations | Functional and grammar objectives, target expressions  |
| 4 | Fluency and pronunciation 1 | Fluency monologue activity, pronunciation practice |
| 5 | Review 1: Managing conversations + vocabulary  | Dialogue review recording of Objective 1 |
| 6 | Objective 2: Giving definitions | Listening and vocabulary activities |
| 7 | Giving definitions | Functional and grammar objectives, target expressions  |
| 8 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 9 | Review 2: Giving definitions + vocabulary | Dialogue review recording of Objective 2 |
| 10 | Objective 3: Telling stories | Listening and vocabulary activities |
| 11 | Telling stories | Functional and grammar objectives, target expressions  |
| 12 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 13 | Review 3: Telling stories + vocabulary | Dialogue review recording of Objective 3 |
| 14 | Objective 4: Expressing the unreal past | Listening and vocabulary activities |
| 15 | Expressing the unreal past | Functional and grammar objectives, target expressions  |
| 16 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 17 | Review 4: Expressing the unreal past + vocabulary | Dialogue review recording of Objective 4 |
| 18 | Objective 5: Making hypotheses or predictions  | Listening and vocabulary activities |
| 19 | Making hypotheses or predictions | Functional and grammar objectives, target expressions  |
| 20 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 21 | Review 5: Making hypotheses and predictions + vocabulary | Dialogue review recording of Objective 5 |
| 22 | Objective 6: Reporting opinions and summarizing | Listening and vocabulary activities |
| 23 | Reporting opinions and summarizing | Functional and grammar objectives, target expressions  |
| 24 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 25 | Review 6: Reporting opinions and summarizing + vocabulary | Dialogue review recording of Objective 6 |
| 26 | Objective 7 | Listening and vocabulary activities |
| 27 | Objective 7 | Functional and grammar objectives, target expressions  |
| 28 | Fluency and vocabulary | Fluency monologue activity, pronunciation practice |
| 29 | Review 7 + vocabulary | Dialogue review recording of Objective 7 |
| 30 | Review | Practice for oral exam |
|  | Final Exam |  |
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| Required Materials: |
| * A copy of *Grammar in Use* Intermediate (3rd Edition)
* Handouts provided by instructor
* Binder for handouts
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| Course Policies (Attendance, etc.) |
| Attendance* You must attend every class. You can be excused from class if you have a doctor’s note.
* Even if you miss a class, you must complete classwork and homework for that class. Asking me for the handouts during the next class is not acceptable.
* Three times late=one absence

Preparation and review time* Students are expected to spend at least one hour preparing for every class, and one hour reviewing and doing homework.
* After every class, review your notes and handouts, and be sure you understand everything.
* If you do not understand, it is your responsibility to ask.

Academic honesty* You are not allowed to use translation software or translation sites in this or any other course at MIC.
* Copyingan assignment from a classmate will result in a zero for both students, unless I tell you that it is OK to work together.

Assignment submission* Late homework will not be accepted in this class.
* Speaking homework will be submitted online or quizzed in class.
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| 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. |
| Grades and Grading Standards |
| 10% Participation: This includes your participation in all class activities. You will lose participation points by speaking Japanese during speaking activities, looking at your phone (unless necessary for class), or otherwise not paying attention. You cannot get participation points for days you are not in class.20% Homework: Includes work done outside of class.25% Recordings and oral class exercises25% Course activities: includes in-class tests and quizzes20% Final exam: You will have an oral exam evaluating your ability to manage conversations appropriately. You will also have a computer-based grammar test. |
| Methods of Feedback: |
| In principle, students will be given assignments and quizzes with feedback at least once per week.  |
| Diploma Policy Objectives: |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):1. The ability to identify and solve problems2. Advanced communicative proficiency in English |
| Teaching Certification Program Objectives |
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|  | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussionsStudent 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 | Insufficient effort or evidence of achievement |
| 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 pronunciation, intonation and stress may sometimes make their responses difficult o 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 and 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. |
| Awareness of Current Events & Global Issues |
| English Language Ability | Reading | 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 |
| Writing |
| Oral Communication |
| Japanese Language Ability | Reading | 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 |
| Writing |
| Oral Communication |