

Miyazaki International College
Course Syllabus
(SPRING SEMESTER, 2019)

Course Title (Credits)	English 3 (4 credits)
Course Designation for TC	
Content Teacher	
Instructor	
E-mail address	
Office/Ext	
Office hours	
Language Teacher	
Instructor	Iain Stanley
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Office/Ext	2-106/720
Office hours	Tue: 15:45-17:15; Thur: 15:45-17:15

Course Description:

Further develops oral and written fluency and accuracy. Continues practice in intensive and extensive reading skills. Strengthens writing skills through cohesive, reflective writing. Develops further academic vocabulary and structural accuracy using complex forms.

Course Objectives:

Communication Goals: Most of you know a lot about English. Yet, most of you have probably not really used English very often. There is a big difference between knowing how English works and being able to communicate. In English, we will focus on communicating naturally and effectively in

spoken and written English.

Personal and Social Goals: You will have many successful experiences using English and through these experiences you will develop the self-confidence and positive attitude that help you to become fluent in English. Many group work activities give you the chance to help each other improve in English and also give you the chance to get to know each other better.

Learning-How-To-Learn Goals: You will learn about different styles of learning a language and you will become more aware of your own strengths and weaknesses in English. You will gain the knowledge, skills and training that will help you to grow in your English language ability—both in and out of the classroom—for the rest of your life.

Thinking and Cultural Goals: In many activities in English, you will have to think deeply and challenge your own ideas. You will also need to change your ideas of normal communication as you become more aware of English, which are very important for advanced communication.

Course Schedule		
Day	Topic	Content/Activities
1	Course Introduction Communicative strategies presentation Student profiles	<i>Diagnostic test</i> <i>Assessment expectations.</i> <i>Exploring learning styles and preferences.</i> <i>Communicative activities</i>
2	Course Introduction Communicative strategies presentation Student profiles	<i>Diagnostic test</i> <i>Assessment expectations.</i> <i>Exploring learning styles and preferences.</i> <i>Building reading skills: guessing words from context</i> <i>Presentations and Reverse Presentations</i>
3	Justifying Opinions And	<i>Pair work dialogues</i>

	Clarifying Meaning H/O; Using Moodle	<i>Fluency practice: speaking</i> <i>Presentations and Reverse Presentations</i>
4	Justifying Opinions And Clarifying Meaning H/O; Using Moodle	<i>Pair work dialogues</i> <i>Fluency practice: speaking</i> <i>Presentations and Reverse Presentations</i> <i>IT skills, Uploading to Moodle</i>
5	Fluency Monologues Looking at differences City vs. Country JHS vs College	<i>Verb forms – present perfect</i> <i>Building speaking skills:</i> Telling stories
6	Fluency Monologues Looking at differences City vs. Country JHS vs College	<i>Verb forms – past perfect</i> <i>Building speaking skills:</i> Telling stories <i>Fluency practice: writing using basic essay structure</i>
7	Future Plans Short term future Long term future	<i>Verb Forms – Future Tense</i> <i>Vocab. Building and authentic use</i> <i>Building speaking skills:</i> Expand ideas using reasons and examples
8	Future Plans Short term future Long term future	<i>Vocab. Building and authentic use</i> <i>Building speaking skills:</i> Surveys and Interviews
9	Famous Japanese stars ex. Naomi Watanabe	<i>Develop reasoning skills</i> <i>Peer Teaching</i>

		Present information clearly in a well organized manner
10	Famous Japanese stars	<i>Develop reasoning skills</i> <i>Peer Teaching</i> Present well organized information clearly
11	Social Media (SNS Instagram, Twitter etc	<i>Fluency Dialogues</i> <i>Unscripted fluency practice</i> <i>Discussion using exemplification</i>
12	Social Media (SNS Instagram, Twitter etc	<i>Fluency Dialogues</i> <i>Unscripted fluency practice</i> <i>Discussion using exemplification</i>
13	Understanding and explaining differences	<i>Listening: recognizing specific details</i> <i>Building writing skills:</i> <i>Pause for Reflection</i> <i>Fluency practice: discussion</i>
14	Understanding and explaining differences	<i>Listening: recognizing specific details</i> <i>Building writing skills:</i> <i>Active Listening skills</i>
15	Understanding and explaining differences Most common vocab words	<i>Listening: recognizing specific details</i> <i>Building writing skills:</i> Cause and effect introd. <i>Fluency practice: discussion</i>
16	Alligator River – Critical Thinking exercise	<i>Active Listening</i> <i>Active participatory debate</i>
17	Alligator River – Critical	<i>Active Listening</i>

	Thinking exercise	<i>Active participatory debate</i> <i>Problem solving</i>
18	Telling Stories	<i>Fluency development</i> <i>Creating emotion through intonation</i> <i>Active listening</i>
19	Telling Stories	<i>Fluency development</i> <i>Creating emotion through intonation</i> <i>Active listening</i>

20	Conditionals 1,2,3	<i>Building reading skills:</i> Close Reading <i>Presentations and Reverse Presentations</i>
21	Conditionals 1,2,3	<i>Building reading skills:</i> <i>Close Reading</i> <i>Presentations and Reverse Presentations</i>
22	Conditionals 1,2,3	<i>Building reading skills:</i> Close Reading <i>Presentations and Reverse Presentations</i>
23	Powerpoint Most common vocab words	<i>Presentations</i>
24	Reported Speech Class Handout	<i>Building reading skills"</i> Paraphrasing and summarising <i>Fluency practice: speaking</i>
25	Reported Speech Class Handout	<i>Building reading skills"</i> Paraphrasing and summarising

		<i>Fluency practice: speaking</i>
26	Advertising and slogans	<i>Facilitated discussions</i> <i>Jigsaw activities</i>
27	Advertising and slogans	<i>Facilitated discussions</i> <i>Jigsaw activities</i>
28	Father and Son Animation Lesson	<i>Free Discussion</i> <i>Active Listening skills</i> <i>Pause for Reflection</i>
29	Father and Son Animation Lesson	<i>Free Discussion</i> <i>Active Listening skills</i> <i>Pause for Reflection</i>
30	Grammar, vocabulary review TOEFL Writing tips Most common vocab words	All grammar and vocabulary <i>Writing: self reflection journals online</i>
	Finals	Assessment, reflection and evaluation

Required Materials:

Well, you don't need to buy a textbook. The only things you need to buy are:

- a B5-sized blank notebook for use as your workbook and to take notes in
- 2-3 A4 folders to keep all of your hand-outs in order.
- You'll also need to use FlipGrid, and the FlipGrid App

Course Policies (Attendance, etc.)

- In English most of your grades will be decided by the work you do in class and for homework. That means that the work that you do in class is what really counts!
- The main part of your grade is the projects / group work that you do. You will have time to work on these projects in class (more will be explained about that later). Your grade will be decided like this:
- Class participation includes things such as asking questions, responding to the teacher and other students, participating in pair and group work, helping other students, having a positive attitude and **SPEAKING ENGLISH**
- Online work is in or after class and will usually be about things we have discussed in class. I will ask you to think about your work and discuss the tasks. I will also ask you to comment on other students' work so it will be like building a community together online. **They will be done on Moodle (<https://portfolio.miyazaki-mic.ac.jp/>) and FlipGrid**
- Lateness: If you are late three times (without suitable reason), it is counted as one absence.

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

Group work & Participation	25%
Discussion	25%
Online work (Moodle)	20%
Final Exam	30%

Methods of Feedback:

Email

In-class discussion

1-1 appointments available

Office Hours

Diploma Policy Objectives

Work completed in this course helps students achieve the following Diploma Policy objective(s):

Diploma Policy Objectives (School of International Liberal Arts)

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

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions. Student 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.	I had no idea that this student was even enrolled in my class ← that is how underwhelming this student's performance was!
	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 to 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 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 advanced 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 advanced 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					