**Miyazaki International College**

**Course Syllabus**

**Fall 2020**

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| Course Title (Credits) | ENG 2 English 2-2 (4 credits) |
| Course Designation for TC | Discipline related course |
| Language Teacher | |
| Instructor | Alan Simpson |
| E-mail address | asimpson@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1, Room 201 / Extension 3710 |
| Office hours | Mondays & Tuesdays 15:30~17:00 |

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| Course Description: | | |
| Continues proficiency development in written and spoken English. Strengthens oral proficiency through various speaking exercises. Develops reading skills through intensive and extensive reading practice. Strengthens written proficiency through practice in organized multi-paragraph essays. Further develops structural accuracy and fluency using more complex forms. | | |
| Course Objectives: | | |
| By the end of the course, students will be able to…   * 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 and take the lead in group discussions, including conversational strategies * To describe present situations and how they relate to the past * To describe future events * Make predictions about future events * To make comparisons and contrasts * To express possibility, probability and certainty * To express rules and obligations * To develop fluency and pronunciation to at least the point where students can make themselves understood in short, spontaneous communication * To produce speech acts of at least one and a half minutes when given preparation time * To use everyday vocabulary from the first 4 bands of the NGSL word list | | |
| Course Schedule (subject to change) | | |
| Day | Topic | Content/Activities |
| 1 | Course Introduction  **Speaking Production (FM) 1: Introductions** | Course outline and objectives, review of syllabus, explanation of tools used in the class, expectations of students. **Introduce yourself.** |
| 2 | Review Conversation Strategies  *(Beginning a conversation / Sustaining a conversation / Concluding a conversation / Responding appropriately / Employing Classroom English)* | Conversation strategies are explain in ***pages 2-8*** *of the MIC speaking handbook.* |
| 3 | Listening 1/NGSL 1 | NGSL words 1401-1500 study  How to take notes while listening |
| 4 | Functional Objective 1: Managing conversations  *Bringing others into a discussion / Suggesting alternatives/ Offering different opinions / Moving onto a new topic* | Introduction of functional objectives, grammar objectives- (Wh- Questions), and target expressions: ***page 12*** *of MIC speaking handbook.* |
| 5 | **Recording:** Role-play a conversation expressing an opinion, suggesting alternatives and moving onto a new topic |
| 6 | Review 1 - Vocabulary and Grammar Test | NGSL words 1401-1500 quiz  *Pages 2-3 of Speaking Handbook. 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 /* |
| 7 | Listening 2/NGSL 2 | NGSL words 1501-1600 study  Listening to a lecture |
| 8 | Functional Objective 2: Describing situations | Introduction to functional objectives, grammar objectives (present perfect / past simple): describe present situations: when/why/how they originated, and how long they have lasted. |
| 9 | **Recording**: Role-play a conversation between people describing a situation. |
| 10 | **Speaking Production (FM) 2: My Hobby / My hometown** | **Discuss a hobby;** when and why you started doing it and what you do now. / How has your hometown changed through the years (Choose 1)  Presentation |
| 11 | Review 2 | NGSL words 1501-1600 quiz  Feedback and Self-Assessment on speaking activities. |
| 12 | Listening 3/NGSL 3 | NGSL words 1601-1700 study  Taking notes from a lecture |
| 13 | Functional Objective 3: Talking about the Future | Introduction to functional objectives, grammar objectives: *Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . .)* and target expressions. |
| 14 | **Recording:** *Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will ).* |
| 15 | **Speaking Production (FM) 3: Future** | **My Weekend plans;** 3-2-1 fluency activity; Recording |
| 16 | Review 3 | NGSL words 1601-1700 quiz  Feedback and Self-Assessment on speaking activities. |
| 17 | Listening 4/NGSL 3 | NGSL words 1701-1800 study  Understanding & following instructions |
| 18 | Functional Objective 4: Comparing and Contrasting | Introduction to functional objectives, grammar objectives (*more . . . than), (as . . . ), (*superlatives), and target expressions |
| 19 | **Recording:** Which is better? Why do you think so? Speaking activities |
| 20 | **Speaking Production (FM) 4:** Family Members | Mini-presentation to compare and contrast your family members |
| 21 | Review 4 | NGSL words 1701-1800 quiz  Feedback and Self-Assessment on speaking activities.  comparatives (*more . . . than / ~er than . . .), (as . . . ),* superlatives: *(most* / *the -est*) for adjectives, adverbs, nouns, or verbs. |
| 22 | Listening 5/NGSL 4 | NGSL words 1801-1900 study  **Understanding dialogue** |
| 23 | Functional Objective 5: Expressing possibility, probability & certainty | Introduction to functional objectives, grammar objectives (modals: *must, may, might, could*, *can’t* & adverbs of probability: *perhaps, possibly, maybe, probably*) and target expressions. P*age 13 of the MIC speaking handbook.* |
| 24 | **Recording:** Dialogue discussing doubt and probability. |
| 25 | **Speaking Production (FM) 5: Future Careers** | Mini-presentation to describe your possible future career hopes/ideas. |
| 26 | Review 5 | NGSL words 1801-1900 quiz  Feedback and Self-Assessment on speaking activities. |
| 27 | Listening 6/NGSL 4 | NGSL words 1901-2000 study  Understanding dialogue and joining a conversation |
| 28 | Functional Objective 6: Expressing rules and obligations | Introduction to functional objectives, grammar objectives (modals: *must, have to, musn’t, could*, *can’t, should, don’t have to*) and target expressions. |
| 29 | **Recording:** Role-play a conversation about describing rules and things you need to do. |
|  | **Speaking Production (FM) 6: Part-time job/university classes** | Mini-presentation to describe what you need to do in your part-time job or university classes. |
| 30 | Review 6 | NGSL words 1901-2000 quiz  Review and exam preparation |
|  | Final Exam | Computer based grammar exam & oral communication test |
| 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 * MIC Speaking Handbook (purchased at start of term) * Grammar Textbook (purchased at start of term) | | |
| 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 and so on are **NOT** counted as unexcused absences and will **NOT** influence your 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.** | | |
| 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. You are expected to speak English in class. If you speak Japanese you will lose points for participation. 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. If you do not understand, ask questions. No question is a bad question. You must give and show full effort in class to earn a good score in participation.  **Course Activities and Homework – 20%**  Examples include Quizlet, listening tasks, handout completion, speaking preparations, comments on *Flipgrid* or other platforms.  **Speaking Assessments and Recording – 30%**   1. **Speaking Interaction**: Recordings or in-class assessments in Pairs or groups. Tests ability to perform Functional Objectives: 15% 2. **Speaking Production (FM):** Recordings of Fluency Monologues or in class presentations also based on a functional objective: 15%   **Quizzes – 20%**  This section includes grammar, vocabulary (Quizlet) and other graded 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. | | |

**Rubric for Functional Objectives ENG2**

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| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **FO Goals** | **Content** | **Communication Strategies** |
| A (90%+) | Excellent pronunciation; no issues with listener comprehension. | Fluid communication without pauses or hesitation. | Very few general errors were detected. | Language required for this functional objective was frequently employed both appropriately and accurately. | Extensive, effective, and appropriate content was given. | Even when not warranted, communication strategies were appropriately and accurately employed to facilitate communication OR strategies were unwarranted and not employed because communication had excellent flow. |
| B (80%+) | Evidence of non-native influence was present, but content was comprehensible without much difficulty. | Speech flowed well, with few difficulties maintaining communication. | General errors in grammar and vocabulary use were present, but did not strain comprehension. | Language required for this functional objective was frequently employed, but was sometimes lacking in either appropriateness or accuracy. | A lot of content with good explanations and/or examples was given. | When warranted, communication strategies were appropriately and accurately employed. OR strategies were unwarranted and not employed but could have smoothed communication if employed. |
| C (70%+) | Content was comprehensible with some effort on the part of the listener. | Minor difficulties maintaining communication were evident. | General errors in grammar and vocabulary use strained comprehension in some parts of the recording. | Language required for this functional objective was sometimes employed, but was lacking in either appropriateness or accuracy. | Enough content was given, but opinions were not effectively supported OR content was good in quality, but lacking in quantity. | When warranted, communication strategies were employed, but were sometimes either not appropriate or inaccurate. |
| D (60%+) | At times content was difficult to understand. | There were long pauses and evidence of difficulty maintaining communication. | General errors in grammar and vocabulary use strained comprehension in many parts of the recording. | Language required for this functional objective was infrequently employed, and was lacking in appropriateness and/or accuracy. | Content was not effective and/or appropriate and/or substantial, but some substance appeared. | Communication strategies were warranted and could have been used more often and more quickly, or the strategies were sometimes not appropriate and/or inaccurate. |
| F (50%+) | Most content was difficult to understand. | Little was said and there were many pauses that slowed and impeded communication. | Errors in grammar and vocabulary use severely strained comprehension for most of the recording. | Language required for this functional objective was infrequent, inappropriate, and/or inaccurate. | Not enough content was given, and it was not effective, appropriate, and/or substantial. | Communication strategies were warranted and should have been used more often and more quickly. The strategies were also lacking in appropriateness and/or accuracy. |
| F  (+/-40%) | Content was not comprehensible. | Hardly anything was said (long pauses, stuttering, utterances of struggle…). | Errors in grammar and vocabulary use made understanding close to impossible. | Language required for this functional objective was not employed at all. | Hardly anything was said. | Communication strategies were required but not employed at all. |
| F  (0%) | Not submitted. | Not submitted. | Not submitted. | Not submitted. | Not submitted. | Not submitted.  . |

**Rubric for Fluency Monologues – ENG2**

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| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **Support** |
| A (90%+) | The speaker approached native-like pronunciation. | There was fluid communication without pause or hesitation. | Very few errors in grammar and vocabulary use were present, and comprehension was not an issue. | Extensive support that was effective and appropriate was given. |
| B  (80%+) | Evidence of non-native influence was present, but content was comprehensible without difficulty. | Speech flowed well, with few difficulties maintaining communication. | There were errors in grammar and vocabulary use, but comprehension was not strained. | Several points of support were offered which were appropriate and effective. |
| C  (70%+) | Content was comprehensible with some effort on the part of the listener. | Minor difficulties maintaining communication were evident. | Errors in grammar and vocabulary use strained comprehension in some parts. | Enough appropriate support was given, but the arguments could have been effective. |
| D (60%+) | At times content was difficult to understand. | There were long pauses and evidence of difficulty maintaining communication. | Errors in grammar and vocabulary use strained comprehension in many parts. | A small quantity of support was given. Arguments were not effective and/or appropriate. |
| F  (50%+) | Most content was difficult to understand. | Little was said and there were many pauses that slowed and impeded communication. | Errors in grammar and vocabulary use severely strained comprehension for most parts. | Not enough support was given, and what was offered was not effective and/or appropriate. |
| F  (50%>) | Content was incomprehensible for the most part. | Hardly anything was said (long pauses, stuttering, utterances of struggle…). | Errors in grammar and vocabulary use made comprehension impossible or close to it. | Support was largely lacking. |
| F  (0%) | Not submitted. | Not submitted. | Not submitted. | Not submitted. |