Miyazaki International College

Course Syllabus

(Spring 2020)

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| Course Title (Credits) | ENG3-1 English 3 (4 credits) |
| Course Designation for TC | Discipline-related course |
| Instructor | Jason Adachi |
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| 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 | | |
| 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) * MIC Speaking Handbook * Handouts provided by instructor, or downloaded by students as necessary * Binder for handouts * A4 writing paper, pens, pencils * Japanese-English, English-Japanese dictionary (if you have a smartphone, download the EIJIRO app; also try <http://www.alc.co.jp> | | |
| 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. * Copying an 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   * 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. | | |
| Grades and Grading Standards | | |
| 15% 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% Course Activities and Homework: Includes work done outside of class.  30% Speaking Assessments and Recordings  15% Quizzes  20% 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 problems  2. Advanced communicative proficiency in English | | |
| Teaching Certification Program Objectives | | |
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**Speaking Interaction - 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%+) | **Some** pronunciation mistakes, 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** or must **make an effort to.** | 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.  . |

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

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| --- | --- | --- | --- | --- |
| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **Content / Support**  (reasons, explanations extra details, FO goals when appropriate) |
| 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%+) | **Some** pronunciation mistakes, 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** or must **make an effort to.** | 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. |