Miyazaki International College

Course Syllabus  
(SPRING SEMESTER, 2020)

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| 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 |
| E-mail address | istanley@sky.miyazaki-mic.ac.jp |
| Office/Ext | 2-106/720 |
| Office hours | Tue: 15:45-17:15; Thur: 15:45-17:15 |

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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, reflective writing. Develops further academic vocabulary and structural accuracy using complex forms. |

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| **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. |

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| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Course Introduction  Communicative strategies presentation  Student profiles | *Diagnostic test*  *Assessment expectations.*  *Exploring learning styles* and preferences. *Communicative activities* |
| 2 | Course Introduction  Communicative strategies presentation  Student profiles | *Diagnostic test*  *Assessment expectations.*  *Exploring learning styles* and preferences.  *Building reading skills:* guessing words from context *Presentations and Reverse Presentations* |
| 3 | Justifying Opinions And Clarifying Meaning  H/O; Using Moodle | *Pair work dialogues*  *Fluency practice:* speaking  *Presentations and Reverse Presentations* |
| 4 | Justifying Opinions And Clarifying Meaning  H/O; Using Moodle | *Pair work dialogues*  *Fluency practice:* speaking  *Presentations and Reverse Presentations IT skills, Uploading to Moodle* |
| 5 | Fluency Monologues Looking at differences  City vs. Country  JHS vs College | *Verb forms – present perfect* *Building speaking skills:*  Telling stories |
| 6 | Fluency Monologues Looking at differences  City vs. Country  JHS vs College | *Verb forms – past perfect* *Building speaking skills:*  Telling stories  *Fluency practice*: writing using basic essay structure |
| 7 | Future Plans  Short term future  Long term future | *Verb Forms – Future Tense Vocab. Building and authentic use*  *Building speaking skills:*  Expand ideas using reasons and examples |
| 8 | Future Plans  Short term future  Long term future | *Vocab. Building and authentic use*  *Building speaking skills:*  Surveys and Interviews |

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| 9 | Famous Japanese stars ex. Naomi Watanabe | *Develop reasoning skills*  *Peer Teaching*  Present information clearly in a well organised manner |
| 10 | Famous Japanese stars | *Develop reasoning skills*  *Peer Teaching*  Present well organized information clearly |
| 11 | Social Media (SNS  Instagram, Twitter etc | *Fluency Dialogues  Unscripted fluency practice*  *Discussion using exemplification* |
| 12 | Social Media (SNS  Instagram, Twitter etc | *Fluency Dialogues  Unscripted fluency practice*  *Discussion using exemplification* |
| 13 | Understanding and explaining differences | *Listening:* recognizing specific details  *Building writing skills:*  *Pause for Reflection*  *Fluency practice:* discussion |
| 14 | Understanding and explaining differences | *Listening:* recognizing specific details  *Building writing skills:*  *Active Listening skills* |
| 15 | Understanding and explaining differences  Most common vocab words | *Listening:* recognizing specific details  *Building writing skills:*  Cause and effect introd.  *Fluency practice:* discussion |
| 16 | Alligator River – Critical Thinking exercise | *Active Listening Active participatory debate* |
| 17 | Alligator River – Critical Thinking exercise | *Active Listening Active participatory debate Problem solving* |
| 18 | Telling Stories | *Fluency development Creating emotion through intonation Active listening* |
| 19 | Telling Stories | *Fluency development Creating emotion through intonation Active listening* |

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| 20 | Conditionals 1,2,3 | *Building reading skills:*  Close Reading *Presentations and Reverse Presentations* |
| 21 | Conditionals 1,2,3 | *Building reading skills:*  *Close Reading* *Presentations and Reverse Presentations* |
| 22 | Conditionals 1,2,3 | *Building reading skills:*  Close Reading *Presentations and Reverse Presentations* |
| 23 | Powerpoint  Most common vocab words | *Presentations* |
| 24 | Reported Speech  Class Handout | *Building reading skills”*  Paraphrasing and summarising  *Fluency practice:* speaking |
| 25 | Reported Speech  Class Handout | *Building reading skills”*  Paraphrasing and summarising  *Fluency practice:* speaking |
| 26 | Advertising and slogans | *Facilitated discussions*  *Jigsaw activities* |
| 27 | Advertising and slogans | *Facilitated discussions*  *Jigsaw activities* |
| 28 | Father and Son Animation Lesson | *Free Discussion*  *Active Listening skills*  *Pause for Reflection* |
| 29 | Father and Son Animation Lesson | *Free Discussion*  *Active Listening skills*  *Pause for Reflection* |
| 30 | Grammar, vocabulary review  TOEFL Writing tips  Most common vocab words | All grammar and vocabulary  *Writing:* self reflection journals online |
|  | Finals | Assessment, reflection and evaluation |

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| **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 |

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| **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/**](https://portfolio.miyazaki-mic.ac.jp/)**) and FlipGrid** * Lateness: If you are late three times (without suitable reason), it is counted as one absence. |

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| **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 |

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| **Grades and Grading** |
| Group work & Participation 25% Discussion 25%  Online work (Moodle) 20%  Final Exam 30% |

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| **Methods of Feedback:** |
| Email In-class discussion - Zoom 1-1 appointments available - Zoom Office Hours - Zoom |

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| **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 |

