**Miyazaki International College**

**Course Syllabus**

**Spring 2021**

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| Course Title (Credit ) | English 1 (ENG1-2) (4 credits) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |
| Language Teacher | |
| Instructor | Anthony Diaz |
| E-mail address | adiaz@sky.miyazaki-mic.ac.jp |
| Office/Ext | 407 Ext. 3732 |
| Office hours | Monday & Wednesdays 2:30-4:00, or by appointment- email the exact date and time. |

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| **Course Description:** | | |
| Introduces initial basic proficiency in fluency and accuracy in spoken and written English. Develops fluency in basic oral expression. Develops reading skills through regular reading practice. Introduces writing skills form the paragraph level. Develops a basic level of accuracy in both written and oral sentence construction. Introduces vocabulary for academic purposes.  The course develops fluency in basic oral expression through various active learning methods such as pair-work, brainstorming, group discussions, games and activities, role-plays, presentations and active listening. Students are expected to record conversations focusing on a main functional objective with minimal planning and notes while utilizing conversation strategies. | | |
| **Course Objectives:** | | |
| By the end of the course, students will be able to…   * Accurately use language of control when necessary; * Demonstrate comprehension of the main ideas of simple oral messages and announcements in an academic context; * Demonstrate prosodic awareness apply this awareness to their own speech acts; * Recognize words/phrases when they are emphasized; * Initiate, sustain, and conclude simple conversations through use of follow-through questions, rejoinders and other feedback channeling. * Employ control language (classroom English) whenever appropriate; * Describe routines, habits, and illustrations; recount past events; give and respond to advice/suggestions – all while applying the grammatical knowledge needed to carry out these actions; * Make themselves understood through short, spontaneous speech acts; * Produce speech acts of 1~3 minutes on a given topic when given a short time to prepare; * Use everyday vocabulary from the first 3 bands (or more) of the NGSL word list; | | |
| Course Schedule (subject to change): | | |
| **Day** | **Topic** | **Content/Activities** |
| **1**  4/12 | Course Introduction | General introductions; Course outline and objectives, review of syllabus, explanation of tools used in the class, expectations of students |
| **2**  4/14 | **Functional Speaking Objective 1 (FO1):** **Classroom English**- Introduction | Introduction of functional objectives, grammar objectives, and target expressions: ***pages 2-3*** *of MIC speaking handbook.* |
| **3**  4/19 | Vocabulary  **Pronunciation Workshop #1** | Activities for NGSL vocabulary bands, prosody, and comprehension  Workshop will focus on general aspects of English pronunciation and a comparison of Japanese and English phonology |
| **4**  4/21 | **FO1**  Listening | Speaking practice activities: Think-Pair-Share; Role plays; Group-share  Listening practice activities: pre-listening strategies, listening for stressed words, predicting etc. |
| **5**  4/26 | **FO1**  Vocabulary | Speaking practice activities: Think-Pair-Share; Role plays; Group-share  Activities for NGSL vocabulary bands 1-3 |
| **6**  4/28 | **FO1 Review**  Listening | *Review activities for pages 2-3 General Classroom English* Activities: Think-Pair-Share; Role plays; Group-share  Listening practice activities: pre-listening strategies, listening for stressed words, predicting etc. |
| **7**  5/10 | **Functional Speaking Objective 2 *(FO2):* Managing Conversations**  **Pronunciation workshop #2** | Introduction to functional objectives, grammar objectives, and target expressions: ***pages 4-8*** *of MIC speaking handbook.*  Workshop will focus on the consonant sounds of English that are difficult for Japanese learners |
| **8**  5/12 | **FO2**  Vocabulary | Speaking practice activities  Activities for NGSL vocabulary bands 1-3 |
| **9**  5/17 | **FO2**  Listening | Speaking practice activities  Listening practice activities: pre-listening strategies, listening for stressed words, predicting etc. |
| **10**  5/19 | **Speaking Production Recording 1: Expressing opinions**  **Vocabulary quiz 1** | Speaking prompt will be given to students on the day of class and students will make recording in-class  Vocabulary quiz on the NGSL vocabulary bands |
| **11**  5/24 | **Functional Speaking Objective 3 (FO3):** **Describing visual images** - Introduction  **Pronunciation workshop #3** | Introduction to functional objectives, grammar objectives, and target expressions  Workshop will focus on the vowel sounds of English that are difficult for Japanese learners |
| **12**  5/26 | **FO3**  Vocabulary | Activities: Think-Pair-Share; Role plays; Group-share  Activities for NGSL vocabulary bands 1-3 |
| **13**  5/31 | **FO3**  Listening | Speaking practice activities  Listening practice activities |
| **14**  6/2 | **FO3 Review**  **Listening Quiz 1** | Review activities for FO3 *present simple tense / present progressive tense / present perfect tense / existential ‘there’ construction*  Listening quiz that covers listening objectives one and two |
| **15**  6/7 | **Paired speaking Assessment** | In-class paired speaking assessment that focuses on functional objectives one through three |
| **16**  6/9 | **Functional Speaking Objective 4 (FO4): Describing Routines & Habits**  **Pronunciation workshop #4** | Introduction to functional objectives, grammar objectives, and target expressions  Workshop will focus on word stress |
| **17**  6/14 | **FO4**  Vocabulary | Activities for NGSL vocabulary bands 1-3 |
| **18**  6/16 | **FO4**  Listening | Activities for NGSL vocabulary bands, prosody and comprehension test 2  Listening practice activities |
| **19**  6/21 | **FO4 Review**  **Vocabulary Quiz 2** | Vocabulary quiz on the NGSL vocabulary bands |
| **20**  6/23 | **Speaking Production Recording 2: *Describing my routine***  Vocabulary | Speaking prompt will be given to students on the day of class and students will make recording in-class  Activities for NGSL vocabulary bands 1-3 |
| **21**  6/21 | **Functional Speaking Objective 5 (FO5): Recounting Past Events**  **Pronunciation workshop #5** | Introduction to functional objectives, grammar objectives, and target expressions: *page 9 of the MIC speaking handbook.*  Workshop will focus on English sentence stress, rhythm and word Linking |
| **22**  6/23 | **FO5**  Listening | Speaking practice activities  Listening practice activities |
| **23**  6/28 | **FO5**  Vocabulary | Speaking practice activities  Activities for NGSL vocabulary bands 1-3 |
| **24**  6/30 | **FO5 Review**  Listening | *Adverbs to show order of events (beginning / continuing / ending) / simple past tense*  Listening practice activities |
| **25**  7/5 | **Speaking Production Recording 3: My Best Memory**  Listening quiz 2 | Speaking prompt will be given to students on the day of class and students will make recording in-class  Listening quiz that covers listening objectives one and two |
| **26**  7/7 | **Functional Speaking Objective 6 (FO6):** **Giving and Responding to Advice –** Introduction.  Vocabulary | Speaking activities: Describing problems and giving advice  Activities for NGSL vocabulary bands 1-3 |
| **27**  7/12 | **FO6** | Speaking activities: Describing problems and giving advice recording  Activities: Think-Pair-Share; Role plays; Group-share |
| **28**  7/14 | **FO6** Review  **Grammar Quiz** | Pages 9-11 in speaking handbook: *Advice: explaining a problem / asking for advice / giving advice / responding to advice / rejecting advice.*  Grammar quiz that covers grammar points introduced throughout the course |
| **29**  7/19 | **Speaking Production: Class Presentations** | Students give presentations that fulfil part of the speaking production portion of the class grade |
| **30**  7/21 | Exam Preparation & **Class Presentations CONT** | Speaking practice: Pair-work |
|  | Final Exam | Computer-based grammar exam, oral exam |
| **Required Materials:** | | |
| * A4 writing paper, pens, highlighters, pencils * Japanese-English, English Japanese dictionary (Useful Apps will be discussed in class) * Handouts provided by teacher/ downloaded by students as necessary * Binder for handouts (with lined A4 loose leaf paper) * MIC Speaking Handbook (purchased at start of term) * Grammar Textbook (purchased at start of term) * A smart phone or tablet is highly recommended (but not required) | | |
| **Course Policies (Attendance, late assignments, 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) email your teacher and 2) ask a classmate or the teacher for class notes and homework assignment information. Participation is **required** at all classes.  Being absent is not be an excuse for not turning in homework. All **late assignments** (even if you are not absent) will be **reduced by 20%**. Also, late assignments will not be accepted **two weeks after the deadline**. After that the assignment will receive **0 marks**. Exceptions will be made for more serious illnesses only.  If you have five 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.  **After 2 unexcused absence** you will be **subtracted 1% point from your final grade**. If you are late (for an unexcused reason) for **three classes** it will **equal 1 unexcused absence**.  You may NOT sleep in class. Any student sleeping will be asked to stand up to help you wake up. Students who continue to sleep will receive an ‘unexcused absence’  **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 full credit. **Late homework will not be accepted.** * Depending on what software is used, speaking homework will be submitted online through MIC Moodle (NOT by email) or an app: *Flipgrid*. Again, you must be sure your homework is submitted on time to get full marks. We will use ***FLIPGRID*** is this class. We will also use ***QUIZLET*** for vocabulary study. | | |
| **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. | | |
| **Grades and Grading Standards** | | |
| **Participation –15%**  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.  **Homework – 20%**  Examples include grammar activities, handout completion, speaking preparations, and voice journals and comments on *Flipgrid* or other platforms.  **Speaking Assessments and Recording – 30%**   1. Speaking Interaction: in-class paired speaking assessment. Tests ability to perform Functional Objectives: **15%** 2. Speaking Production: Recordings or Fluency Monologues or in class presentations based on functional objectives: **15%**   **Course Activities and Quizzes – 15%**  This section includes grammar, listening, and vocabulary quizzes.  **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. | | |
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**Speaking Interaction - Functional Objectives Speaking Quiz Grade Sheet (Rubric)**

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| --- | --- | --- | --- | --- | --- | --- |
| **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)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

