**Miyazaki International College**

**Course Syllabus**

**Fall 2021**

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| Course Title (Credits ) | **English 2 (ENG2-5) (4 credits) – Room TBD** |
| Course Designation for TC | Required by Article 66.6  Discipline related course |
| Content Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |
| Language Teacher | |
| Instructor | Paul Richards |
| E-mail address | prichards@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-330/ 3771 |
| Office hours | TBD |

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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.  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; * 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; * Manage group discussions appropriately; * Develop fluency and pronunciation to at least the point where students can make themselves understood in short spontaneous communication; * Initiate, sustain, and conclude simple conversations through use of follow-up questions, feedback, and comments (rejoinders) and other feedback channeling; * Employ control language (classroom English) whenever appropriate; * Describe present situations and how they relate to the past; * Describe future events; * Make comparisons and contrasts; * Express possibility, probability, and certainty; * Express rules and obligations; * 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 | Course outline and objectives, review of syllabus, explanation of tools used in the class, expectations of students |
| 2 | Functional Objective #1: **Managing Conversations**  Review of Semester 1 Functional Objectives 1&2: ***Managing Conversations (Beginning a conversation / Sustaining a conversation / Concluding a conversation / Responding appropriately / Employing Classroom English***- | Introduction of functional objectives, grammar objectives- (Wh- Questions), and target expressions: ***pages 2-8*** *of MIC speaking handbook.*  Activities: Think-Pair-Share; Role plays; Group-share |
| 3 | Review NGSL vocabulary band 1  **Speaking Production (FM) 1: Introduce yourself** | Activities for NGSL vocabulary bands, prosody, and comprehension / Pair-work and group learning activities  3-2-1 fluency activity; pronunciation and parody practice. / Pair-work / Mini-presentations |
| 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.*  Activities: Think-Pair-Share; Role plays; Group-share |
| 5 | Review  **Vocabulary / Grammar Test #1** | *pages 2-3 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 /* |
| 6 | **Speaking Interaction (FO # 1) Recording** | Recording: **Role-play a conversation expressing an opinion, suggesting alternatives and moving onto a new topic** |
| 7 | Functional Objective #2 ***Describing situations and circumstances*** | Introduction to functional objectives, grammar objectives (present perfect / past simple): describe present situations: when/why/how they originated, and how long they have lasted.  Activities: Think-Pair-Share; Role plays; Group-share |
| 8 | Review NGSL vocabulary band 2 | Activities for NGSL vocabulary bands, prosody, and comprehension / Pair-work and group learning activities. |
| 9 | **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 chanced through the years (Choose 1)  Presentation |
| 10 | Review F.O. #2 | *Describing Situations and Circumstances* |
| 11 | **Vocabulary / Grammar Test #2** | *Present Perfect / Past Simple and Vocabulary #2* |
| 12 | Functional Speaking Objective 3 – **Talking about the Future -**Introduction | Introduction to functional objectives, grammar objectives: *Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . .)* and target expressions- ***Expressing possibility, probability, and certainty:*** *Speaking handbook pg. 13.*  Activities: Think-Pair-Share; Role plays; Group-share |
| 13 | Vocabulary & Listening 3 | Activities for NGSL 3 vocabulary bands, prosody, and comprehension. |
| 14 | **Speaking Production (FM):** **My Weekend plans** | 3-2-1 fluency activity; Recording |
| 15 | Review and Grammar Test#3 | *Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . .)* |
| 16 | **Speaking Interaction (FO #3) Discuss and make future plans** | Recording: *Future Simple Tense, Present Progressive tense (-going to-), and First Conditional (If I . . . I will . .* |
| 17 | **Functional Speaking Objective 4** – **Comparing and Contrasting** - Introduction | Introduction to functional objectives, grammar objectives (*more . . . than), (as . . . ), (*superlatives), and target expressions  Activities: Think-Pair-Share; Role plays; Group-share; Discussion |
| 18 | Vocabulary & Listening 4 | Activities for NGSL 4 vocabulary bands, prosody and comprehension |
| 19 | **Speaking Production (FM)**: 4 **Compare and Contrast your family members** | Mini-presentation |
| 20 | Review  Vocabulary and Grammar Test #4 | Feedback and Self-Assessment on speaking activities.  comparatives (*more . . . than / ~er than . . .), (as . . . ),* superlatives: *(most* / *the -est*) for adjectives, adverbs, nouns, or verbs. |
| 21 | Functional Speaking Objective 4: **Which is better?** **Why do you think so?** | Speaking activities (record and submit) |
| 22 | Functional Speaking Objective 5: **Expressing possibility, probability, and certainty** - Introduction | Introduction to functional objectives, grammar objectives (modals: *must, may, might, could*, *can’t* & adverbs of probability: *perhaps, possibly, maybe, probably*) and target expressions: *page 13 of the MIC speaking handbook.*  Activities: Think-Pair-Share; Role plays; Group-share; Discussion |
| 23 | Vocabulary & Listening 5 | Activities for NGSL vocabulary bands, prosody, and comprehension |
| 24 | Fluency 5 | *3-2-1 fluency activity* |
| 25 | Review  Vocabulary and Grammar Test #5 | grammar objectives (modals: *must, may, might, could*, *can’t* & adverbs of probability: *perhaps, possibly, maybe, probably*) and target expressions: *page 13 of the MIC speaking handbook.* |
| 26 | Functional Speaking Objective 5: | Recording |
| 27 | Functional Speaking Objective 6: **Expressing Rules and Obligations –** Introduction. | Introduction to functional objectives, grammar objectives (modals: *must, have to, musn’t, could*, *can’t, should, don’t have to*) and target expressions: *page 13 of the MIC speaking handbook.*  Activities: Think-Pair-Share; Role plays; Group-share; Discussion |
| 28 | Review and Grammar Test.  **Speaking Production (FM): Rules my parents made or didn’t make for me in High School.** | modals: *must, have to, musn’t, could*, *can’t, should, don’t have to*)  Presentation |
| 29 | **Functional Speaking Objective 6: Compare and Contrast Difference in Cultural Rules and Expectations for two different countries** | Pair Recording |
| 30 | Exam Preparation | Speaking and Grammar practice |
| Week 16 | Final Exams | Computer based grammar exam.  Speaking exam |
| **Required Materials: Change as it fits your course.** | | |
| * **A4 loose-leaf, lined paper**, pens, pencils, highlighters * Japanese-English AND OR ONLY English-English learner’s **dictionary** (if you have a smartphone, download the EIJIRO app; also try <http://www.alc.ac.jp>) or dictionary.com app. (we will download together) * Handouts provided by teacher/ downloaded by students as necessary- to be kept organized in . . . * **Binder** for handouts (with lined 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, 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 an 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**   * Please follow teacher instructions: You may need to submit by paper, scan and submit by email, or type and submit by email. * Any homework assignments must be completed on time to earn full credit. **Late homework is not accepted for assignments that are reviewed in class. All late assignments will be deducted 20%. Being absent is NOT an excuse for submitting assignments. Late assignments will NOT be accepted, 2 WEEKS after the due date.** * Speaking homework will be submitted online through *Flipgrid.* (NOT by email) or another smartphone / tablet app. Again, you must be sure your homework is submitted on time to get full marks. | | |
| **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. If you were absent, email the teacher or talk to a classmate about missed work. **This is YOUR RESPONSIBILITY.** * 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, email your teacher, or come by her office to find out what was missed. * Again: **This is YOUR RESPONSIBILITY. You must contact the teacher to get missed handouts. Homework is still expected to be completed.** * 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**. Please use the office hours or email your teacher.** **No question is a bad question.** | | |
| **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 grammar activities, handout completion, speaking preparations, and voice journals and comments on *Flipgrid* or other platforms.  **Speaking Assessments and Recording – 30%**   1. **Speaking Interaction (FO)**: 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, listening quizzes 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 * All assignments will be returned within one week of submission. | | |
| **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. | | |

**Speaking Interaction – (Functional Objectives) Speaking 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 Monologue/ Presentation Grade Sheet (Rubric)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | **Pronunciation** | **Fluency** | **Accuracy** | **Content / Support**  (reasons, explanations extra details, FO goals when appropriate) | **Presentation Skills**  (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. | **Extensive and Effective** eye contact, posture, and loud clear voice. |
| 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** | **Effective and appropriate** eye contact, posture, and loud clear voice **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. | **Appropriate** eye contact, posture, and voice, **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**. | **Not very good or infrequent** eye contact, posture, and voice. |
| 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**. | **Very little and of low quality** eye contact, posture, and voice. |
| 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 | **Very weak** presentation skills. |
| F  (0%) | Not submitted. | Not submitted. | Not submitted. | Not submitted. | Did not present. |