Miyazaki International College

Spring 2019

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| Course Title | English 1 |
| Instructor | Hugh Nicoll |
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| Office/ Extension | part-time teacher’s lounge |
| Office Hours |  |

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| Course Description: |
| Oral Communication 1 aims to ensure that students are able to fluently perform survival-level oral communication tasks for academic settings, using controlled vocabulary (around 95% coverage provided by the NGSL bands 1-3) and grammar. For both speaking and listening, these tasks include the ability to perform classroom functions, communicate on school-related topics with teachers outside of class, and engage in conversation on familiar topics. |
| Course Goals & Objectives: |
| * To develop listening skills allowing students to understand the main ideas of simple messages and announcements in an academic context, as well as recognize words when they are emphasized
* To manage (initiate, sustain and conclude) conversations appropriately
* To employ classroom English (control language) whenever appropriate
* To describe routines, habits and visual images, recount past events, give and respond to advice, as well as use the grammatical knowledge needed to carry out these actions
* 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 minute when given preparation time
* To use everyday vocabulary from the first 3 bands of the NGSL word list
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| Course Schedule:Note that the schedule below is subject to change. |
| Lesson  | Topic | Content |
| Lesson 1 | Course Introduction | Course outline and objectives, review of syllabus, explanation of tools used in the class, expectations of students |
| Lesson 2 | Functional Speaking Objective 1 - Introduction | Introduction of functional objectives, grammar objectives, and target expressions |
| Lesson 3 | Vocabulary & Listening 1 | Activities for NGSL vocabulary bands, prosody, and comprehension |
| Lesson 4 | Fluency 1 | 3-2-1 fluency activity |
| Lesson 5 | Review |  |
| Lesson 6 | Functional Speaking Objective 1 | Recording  |
| Lesson 7 | Functional Speaking Objective 2 - Introduction | Introduction to functional objectives, grammar objectives, and target expressions |
| Lesson 8 | Vocabulary & Listening 2 | Activities for NGSL vocabulary bands, prosody and comprehension test 1 |
| Lesson 9 | Fluency 2 | Record and submit fluency monologue 1 |
| Lesson 10 | Review |  |
| Lesson 11 | Functional Speaking Objective 2 | Speaking activities (possibly record and submit) |
| Lesson 12 | Functional Speaking Objective 3 - Introduction | Introduction to functional objectives, grammar objectives, and target expressions |
| Lesson 13 | Vocabulary & Listening 3 | Activities for NGSL vocabulary bands, prosody, and comprehension |
| Lesson 14 | Fluency 3 | 3-2-1 fluency activity |
| Lesson 15 | Review |  |
| Lesson 16 | Functional Speaking Objective 3 | Recording 2 |
| Lesson 17 | Functional Speaking Objective 4 - Introduction | Introduction to functional objectives, grammar objectives, and target expressions |
| Lesson 18 | Vocabulary & Listening 4 | Activities for NGSL vocabulary bands, prosody and comprehension test 2 |
| Lesson 19 | Fluency 4 | Record and submit fluency monologue 4 |
| Lesson 20 | Review |  |
| Lesson 21 | Functional Speaking Objective 4 | Speaking activities (possibly record and submit) |
| Lesson 22 | Functional Speaking Objective 5 - Introduction | Introduction to functional objectives, grammar objectives, and target expressions |
| Lesson 23 | Vocabulary & Listening 5 | Activities for NGSL vocabulary bands, prosody, and comprehension |
| Lesson 24 | Fluency 5 | 3-2-1 fluency activity |
| Lesson 25 | Review |  |
| Lesson 26 | Functional Speaking Objective 5 | Recording 3 |
| Lesson 27 | Functional Speaking Objective 6 | Speaking activities (possibly record and submit) |
| Lesson 28 | Review |  |
| Lesson 29 | Exam Preparation | Listening practice |
| Lesson 30 | Exam Preparation | Speaking practice |
| EXAM | Computer based listening comprehension, computer-based grammar exam, oral exam |
| 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
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| Course Policies: |
| AttendanceYou 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 me and 2) ask a classmate for class notes and homework assignments.Participation is **required** at all classes. If you have three 'unexcused absences' you will drop **one letter grade** (for example from a B to C). If you have four or more 'unexcused absences' you will be asked to withdraw from the class. A '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.Preparation and Review Time* **Students are expected to spend at least one hour preparing for every hour of lessons in addition to one hour reviewing and doing homework.**
* 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. Contact me only after trying to consult with classmates.
* If you do not understand anything at any time, it is your responsibility to ask questions. If you do not ask questions, the teacher will assume you understand everything.

Academic HonestyYou 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 will result in 0% on that assignment.Assignment Submission* Any written work should submitted in printed form from a computer. Failure to do so will affect your grade. 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.**
* Speaking homework will be submitted online through MIC Moodle (NOT email). Again, you must be sure your homework is submitted on time to get full marks.
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| 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.
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| Evaluation Breakdown: |
| Participation – 10%Participation refers to being prepared, active, and focused in class. If you are absent, you will obviously not get participation marks. Every time you use Japanese in class, your participation grade will be negatively impacted. You will be continually evaluated in class during pair or group work, discussions, and presentations. You must give and show full effort in class to earn a good score.Homework – 10%Main homework includes grammar activities and speaking preparations.TOIEC – 10%Results of a TOIEC test conducted near the end of the semester count toward your grade.Recordings – 20%1. audio recordings of Functional Objectives (alone or in pairs)
2. audio recordings of Fluency Monologues

Course Activities – 20%This section includes in-class listening tests, grammar and speaking quizzes, and other performance-based class activities. You will also have “Voice Journal”, which is a weekly recording of your voice on an online platform.Final Exam – 20%You will have an oral exam evaluating your ability to manage conversations appropriately. You will be paired with another student and 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 listening comprehension test and 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
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| 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 nations3. The ability to identify and solve problems 4. Advanced communicative proficiency in both Japanese and English5. Proficiency in the use of information technology |
| Notes: |
| It is your responsibility to seek help if you need it. Please visit me during my office hours if you need study advice, and feel free to contact me. We will be using several online platforms in this course. |

**Rubric for Functional Objectives ENG1 60 points**

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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 - ENG1 60 points**

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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. |