COURSE SYLLABUS
Teaching English in Japan
Japan Center for Michigan Universities
Winter 2017

INSTRUCTOR: Christopher Garth
E-MAIL: cgarth@jcmu.org
CLASS TIMES: Tuesday & Thursday, 1-2:30pm (except when noted on the schedule)
CLASS LOCATION: Room 205
OFFICE HOURS: By appointment
SCHOOLOGY ACCESS CODE: xxxxx-xxxxx

Course description: This course is designed for prospective language teachers, and especially for those interested in teaching English as a Second Language. We will focus on best practices for language teaching and discuss how their relevance in the Japanese context.

Topics to be covered:

- The Japanese context for English-language teaching
- Important ingredients for language acquisition
- Language teaching methods applicable to different learner skill levels and preferences
- Specifics to teaching reading, writing, listening, and speaking
- Assessment of English-language learners

Objectives:

At the completion of the course, students will be able to:
- Explain the necessary steps in planning appropriate materials for a lesson
- Write a lesson plan with clear rationale
- Apply assorted teaching strategies to various language objectives
- Explain his/her personal viewpoint on teaching and language acquisition

Readings and materials to be used in class

The required textbook for this course is *Techniques and Principles in Language Teaching, 3rd Edition* by Freeman and Anderson (ISBN 0194423603). There will also be additional texts and some videos provided by the instructor. These will be available via the free website Schoology (www.schoology.com) and can be accessed after signing up and entering the course code listed above.

Assessment and Grading

Teaching Statements (20%)

- These will be short (500-750 words) statements that discuss a key idea or method that we talked about in class (e.g., input) and its application to language teaching. These are an opportunity to develop beliefs about language teaching and to reflect on them.

- These will serve as the foundation for the teaching philosophy that will be included in the teaching portfolio.
- Students will write two teaching statements total (one each on input and content-based instruction).
- Each teaching statement will go through three stages: a draft, peer-revision, and submission. Individual teaching statements can then be used as a basis for the teaching philosophy part of the final project
- First drafts and feedback will be graded on a completion basis, and final drafts will be graded.

Classroom Observation and Reflections (10%)

- Students will observe and participate in a number of English-language classes. Students will also individually select a class, go to it, and write a commentary on the classroom, integrating information from class readings and discussions. More details (including the due dates) will be provided in class.

- Students will also take part in 1-on-1 tutoring sessions with in-country study abroad students to give them an opportunity to practice giving grammar explanations. These will occur during February and early march.

Homework and participation (20%)

- Students will have a variety of homework assignments to help them prepare for classes and field trips. Participation in mandatory events is also an important part of this course and enthusiasm and proper engagement with learners and community members will be assessed.

Teaching Demonstrations (20%)

- Each student will prepare and implement a lesson plan. Ideally, we will be able to do these in JCMU classes. After the presentation, students will submit a three-page reflection on the lesson plan. More details will be provided in class.

Final project (30%)

• An online teaching portfolio which includes:

1. An "about me" section
2. A teaching philosophy
3. An account of how your ideas about teaching have been changed/supported by the course
4. A detailed lesson plan and related materials to promote integrated language skill
5. The rationale for your decisions based on the course readings and class discussions.

• You will be responsible for reviewing your classmates' online portfolios. You may use their suggestions to improve your portfolios before I assign you a final grade. More details will be provided closer to the due date.

Grading scale

4.0: 100-92%	**2.0: 76.9-72%**
3.5: 91.9-88%	**1.5: 71.9-66%**
3.0: 87.9-82%	**1.0: 65.9%-60%**
2.5: 81.9-77%	**0.0: 59.9-0%**

Classroom Policies

Attendance

This is a small class, and attendance is expected. Students who are tardy by more than ten (10) minutes will be considered absent. Similarly, students who leave early without prior excuse will also be considered absent. **There is no make up work for unexcused absences.**

Attendance is mandatory. More than three unexcused absences will result in a 2% deduction from the student's final grade. Students who do miss class for any reason are responsible for contacting a classmate to find out what they missed. **Students will not be able to make up any work missed due to unexcused absences. This includes, but is not limited to, handing in assignments.**

Absences may be excused for the following reasons: participation in a scheduled event as a member of a university-sponsored athletic/scholastic team, religious holy days, a death in the immediate family, or serious illness. To the extent possible (i.e., for university-sponsored events and religious observances), students should communicate with the instructor well in advance of the date(s) for which they request to be absent, and must provide acceptable documentation for the absence to be excused, and to make up any work. Students may only make up work that is on the course schedule in the syllabus and submitted for a grade (i.e., pop quizzes may not be made up because they are not on the course schedule).

Acceptable documentation must be provided in order for a unit quiz to be made-up or a homework assignment handed in late. Examples of such documentation include: official note on MSU letterhead, wedding invitation with your name on it, program from funeral, and so on. Medical excuses must be in writing on physician's letterhead and must include the date(s) the student could not attend class. Letters from parents or personal statements are not acceptable. For religious holy days, students should speak with their instructor prior to missing class. **The student must request to make-up the missed work and provide the appropriate documentation within one week of the date of the absence. There are no exceptions to this policy.**

Technology

Students may use laptops, tablets, etc. in the classroom. However, if they become disruptive or distracting, the instructor reserves the right to ban them. Cell phones should be turned OFF (not set to

vibrate) before class. If you have a medical or family emergency, and expect to be notified during the class period, please notify me before class. Students who habitually flout this rule and use technology during class may be counted absent. In case the university announces an emergency, the instructor's cell phone will be set to vibrate during class. Class notes may be taken in a notebook using a pen or pencil. When PowerPoint is used to present information, the instructor will post the PowerPoint slides on Schoology after class. **These are not a substitute for attending class or for taking your own notes.**

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

1. Recording of classroom activities: Students may not record lectures or any other classroom activities unless given permission by the instructor.
2. Sharing of recordings of classroom activities: Students may not share the recordings with other students enrolled in the class unless given permission by the instructor.
3. Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions.

Communication

Students should use their school email accounts when communicating with the instructor. If you use a personal account (Yahoo!, Hotmail, Gmail, etc.), I will not necessarily know that the email is important, and therefore may not respond. My JCMU email is considered to be for official communication, and you should therefore write professional emails. This includes, but is not limited to, appropriate address, respectful language, attention to spelling and punctuation, and an appropriate closing. The instructor will not respond to emails that are not signed or are disrespectful/unprofessional.

Americans with Disabilities Act

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Accommodations for persons with disabilities, with documentation from the MSU Resource Center for Persons with Disabilities (Contact: 120 Bessey Hall, 884-7273 [voice], 355-1293 [TTY], http://www.rcpd.msu.edu/), may be requested by contacting the instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

Academic Integrity

It is the responsibility of the individual student to read and understand MSU's policy on academic integrity. If a student is perceived to have violated university policy, appropriate procedures will be followed according to MSU's policy. Possible violations of academic integrity include but are not limited to:

- claim or submit the academic work of another as one's own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization
- use the http://www.allmsu.com website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course

Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. See instructor if you are unsure about the appropriateness of your coursework. Information about academic integrity can be found in the MSU website of the Office of the Ombudsperson (www.msu.edu/~ombud/academic-integrity/index.html).

Teaching English in Japan – Course schedule
May 9 - June 11, 2016

	Day	**Topic**	**Readings Due**	**Classroom Experience**
January	Wednesday, 1/4	Arrival in Japan		
	Thursday, 1/5	Orientation		
	Tuesday, 1/10	**First day of class – Introduction**		
	Thursday, 1/12	Language learning reflections		
	Tuesday, 1/17	Who are your students?	*Mann & Copland, 2015*	
	Thursday, 1/19			**Seisen University – Communication English class**
	Tuesday, 1/24	Input, output, and how to manage them – Part 1	*Ellis & Collins, 2009*	
	Thursday, 1/26	Input, output, and how to manage them – Part 2	*Fukatsu, 2014*	
	Tuesday, 1/31	Interaction	*Ellis & Collins, 2009*	
February	Thursday, 2/2	An overview of teaching methods - Part 1	*Celce-Murcia, Ch.1* **INPUT FIRST DRAFT DUE**	
	Thursday 2/4	An overview of teaching methods – Part 2		
	Tuesday, 2/7	Task-based language teaching	*Larsen-Freeman Ch. 10, Kotaka, 2013*	**Start of 1-on-1 grammar tutoring**
	Thursday, 2/9		**INPUT FINAL DRAFT DUE**	**Ohmi High School**
	Tuesday, 2/14	Content-based Language Teaching (CBLT)	*Selections from Nordmeyer and Barduhn, 2010*	
	Thursday, 2/16	The Audio-Lingual Method	*Larsen-Freeman Ch. 4*	

	Tuesday, 2/21	FonF vs. FonFs; peer review	*Shintani, 2013* **CBLT FIRST DRAFT DUE**	
	Wednesday, 2/22			**Hikone Higashi High School**
	Tuesday, 2/28	Communicative Language Teaching	*Larsen-Freeman, Ch. 9*	
March	Thursday, 3/2	No class		
	Saturday, 3/4	*Special class!*		**Kawase High School @ JCMU**
	Tuesday, 3/7	No class		
	Thursday, 3/9	Communicative Language Teaching – Part 2	*Sato, 2009* **CBLT FINAL DRAFT DUE**	
	Tuesday, 3/14	Total Physical Response (TPR)	*Larsen-Freeman, Ch. 8*	
	Thursday, 3/16	Music in the classroom		
	Tuesday, 3/21	Alternative conceptions of language learning	*Larsen-Freeman, Ch.11*	
	Thursday, 3/23			**Johoku Elementary School - Field trip**
	Tuesday, 3/28	The four skills	*Cultrone, 2009 Osuka, 2008 Asaoka & Usui, 2003* **FINAL PROJECT 1ST DRAFT**	
	Thursday, 3/30	English for Specific Purposes	*Droukis, 2006*	
April	Tuesday, 4/4	So what is the Japanese context?	*Makihara, 2011; Saito, 2011; Tamamoto, 2011*	
	Wednesday, 4/5	Q&A with English-teachers in Japan		
	Tuesday, 4/11	Teaching Demonstrations		
	Tuesday, 4/18		**FINAL PROJECT DUE**	
	Saturday, 4/22	Depart for U.S.		

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Shintani, N. (2013). The effect of Focus on Form and Focus on Forms instruction on the acquisition of productive knowledge on L2 vocabulary of young beginning level-learners. *TESOL Quarterly, 47 (1)*, 36-62.

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