

Miyazaki International College  
Course Syllabus  
(Spring 2018)

Course Title ( Credits )	Reading 1 (RDG1-1) (2 credits)
Course Designation for TC	
Content Teacher	
Instructor	N/A
E-mail address	N/A
Office/Ext	N/A
Office hours	N/A
Language Teacher	
Instructor	Cathrine-Mette Mork
E-mail address	cmork@mic.miyazaki-mic.ac.jp
Office/Ext	1-303
Office hours	Tuesday afternoons 13:00 ~ 16:00 (written on office door)

Course Description:
<p>This first semester course focuses on developing reading skills through the use of in-class timed readings and comprehension questions, intensive readings with comprehension and vocabulary building activities, and extensive reading conducted mostly outside of class time. Homework will consist of reading for meaning, for pleasure, and for the purpose of vocabulary building. The overall goals of the course are to increase reading fluency, to improve understanding of grammatical forms and vocabulary encountered in simplified written texts, and to gain skills and strategies necessary for further development of reading comprehension. It is hoped that students will also develop an increased interest in EFL reading.</p>
Course Objectives:
<p>By the end of the course, students will be able to...</p> <ul style="list-style-type: none"> <li>• paraphrase and summarize (in speech and/or writing) course reading passages;</li> <li>• demonstrate improved reading fluency (speed) through timed reading practice;</li> <li>• employ dictionaries for learning definitions, collates, and parts of speech;</li> <li>• identify and use (in own examples) grammar forms encountered in simplified texts.</li> <li>• demonstrate working knowledge up to and including band 3 of the New General Service List (NGSL).</li> <li>• employ skills and strategies for improved reading accuracy, such as previewing, goal awareness, predicting, text annotation, structural awareness, scanning, knowledge consolidation and self-monitoring of comprehension.</li> </ul>
Course Schedule

Note that the schedule below is subject to change, and that some classes will also consist of some online reading and vocabulary work.

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	Reading 1	"Masaki's Story" comprehension and discussion activities, timed reading
3	Reading 1	Vocabulary comprehension and practice activities, timed reading
4	Reading 1	Homework review, timed reading
5	Reading 2	Reading 1 vocabulary test, "Kana's Story" comprehension and discussion work
6	Reading 2	Vocabulary comprehension and practice activities, timed reading
7	Reading 2	Homework review, timed reading
8	Reading 3	Reading 2 vocabulary test, "Learning English at MIC" comprehension and discussion work
9	Reading 3	Vocabulary comprehension and practice activities, timed reading
10	Reading 3	Homework review, timed reading
11	Reading 4	Reading 3 vocabulary test, "Reading like a Historian" comprehension and discussion work
12	Reading 4	Vocabulary comprehension and practice activities, timed reading
13	Reading 4	Homework review, timed reading
14	Reading 5	Reading 4 vocabulary test, "Adventures on the Mississippi" comprehension and discussion work
15	Reading 5	Vocabulary comprehension and practice activities, timed reading
16	Reading 5	Homework review, timed reading
17	Reading 6	Reading 5 vocabulary test, "A Comparison of Japanese and American University Education" comprehension and discussion work
18	Reading 6	Vocabulary comprehension and practice activities, timed reading
19	Reading 6	Homework review, timed reading
20	Reading 7	Reading 6 vocabulary test, "How to be Great"

		comprehension and discussion work
21	Reading 7	Vocabulary comprehension and practice activities, timed reading
22	Reading 7	Homework review, timed reading
23	Reading 8	Reading 7 vocabulary test, "The Amazing Benjamin Franklin" comprehension and discussion work
24	Reading 8	Vocabulary comprehension and practice activities, timed reading
25	Reading 8	Homework review, timed reading
26	Reading 9	Reading 8 vocabulary test, "The Internet" comprehension and discussion work
27	Reading 9	Vocabulary comprehension and practice activities, timed reading
28	Reading 10	Reading 9 vocabulary test, "Allison's Liberal Arts Story" comprehension and discussion work
29	Reading 10	Vocabulary comprehension and practice activities, timed reading
30	Review	Reading 10 vocabulary test, overview of final exam
Exam week	Final Exam	reading & vocabulary exams

#### Required Materials:

- Reading for Speed & Fluency 1 by Paul Nation and Casey Malarcher
- 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>)
- Graded readers from the MIC library (if not available online)
- Handouts provided by teacher/ downloaded by students as necessary
- Online accounts with online systems used in the course for reading and vocabulary
- Tablet and/or smartphone

#### Course Policies (Attendance, etc.)

##### Attendance

You will not get any points for attendance because it is expected that you will attend 100% of classes.

##### 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 will result in 0% on that assignment for both parties.

### Assignment Submission

- Any written work (not in the textbook or on the handouts) that you are assigned should be submitted in printed form. Keep backups! Handwritten work may not be accepted. Be sure to always write your full name in English, your student number, the teacher's name, the date, a title, and the page number and exercise of such assignment as appropriate. Failure to do so may affect your grade.
- Any homework assignments written directly in a textbook or on the handouts must be completed on time. Late homework might not be accepted, since many assignments will be reviewed in class.

### Class Preparation and Review

- You are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. You are also expected to spend many hours reading outside of class time every week.
- "I was absent" is not an excuse for not completing assignments. If you miss a class, be sure to talk with your classmates first to find out what you have missed. Contact the teacher only after trying to consult with your 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.

### Grades and Grading Standards

#### Extensive Reading – 20%

*Extensive reading* refers to reading a large amount of longer, easier texts, focusing on the meaning. Although some class time will be used for extensive reading, most of it will be done online on your own time, and you can decide what you read.

#### Intensive Reading – 20%

In class and as homework, you will work on *intensive reading*, which is slow, careful reading of a small amount of challenging text, focusing on the language. Assignments consist of reading, preparing for discussion, and completing text or handout exercises. We will typically go over previously assigned homework in class, so if you do not complete the assignment(s), you will also not be able to participate in the class activity and may get 0%. It is therefore essential that you complete the assignments to the best of your ability on time. Discussion work is included in this section. There will also be up to 10 short vocabulary tests based on the intensive readings throughout the semester.

#### Timed Reading – 10%

To increase your reading speed and fluency, you will complete several timed reading assignments in class every week. Your reading speed and comprehension quiz results will be regularly recorded.

#### Course Activities – 30%

Students will be required to do online vocabulary practice several times a week online. The

web-based system used will keep track of the quantity, quality, and regularity of work completed. Short reading practice will also be conducted online through another system. Other activities may be assigned at the teacher's discretion.

Final Exam – 20%

The final exam, including reading and vocabulary sections, will take place during exam week. Information on the content of the exam will be given in class.

Methods of Feedback:

Online student work will be assessed several times each semester to confirm that periodic assignment goals are being met. Particularly struggling students will be contacted by email for one-on-one consultations with the teacher. Students will be formatively assessed on class performance.

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 during the teacher's office hours if you need study advice, and feel free to contact your teacher via email. You will be given information for certain apps to help in your studies for this course, in addition to MIC Moodle (if used) in class. Several online platforms in this course will be used, such as the following:

- <http://praxised.com/> (used for online vocabulary practice)
- <http://www.xreading.com> (used for extensive reading)
- <http://www.readtheory.org> (used for short reading passage practice)

In addition to handouts and the timed reading text, please bring your tablet and/or smart phone to all classes.

<b>RUBRIC</b>				
<b>Rating</b>	<b>Comprehension</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Fluency</b>
<b>90% +</b>	Can understand intensive readings at this level. This includes understanding of main ideas and details, structural awareness, and ability to make inferences.	Able to understand the grammar objectives for this level without difficulty.	Regularly achieves scores of 90% or more on vocabulary quizzes. Very good understanding (80%) of NGSL vocabulary band.	Can read texts in timed reading activities at 200 words per minute with 80% comprehension.
<b>80-89%</b>	Can understand most elements of intensive readings at this level. This includes understanding of main ideas and details, structural awareness, and ability to make inferences.	Able to understand most of the grammar objectives for this level without difficulty in written text. Simple constructions can be understood easily, but complex constructions may be difficult.	Regularly achieves scores of 80-89% on vocabulary quizzes. Good understanding (70%) of NGSL vocabulary band.	Can read texts in timed reading activities at 180 words per minute with 80% comprehension. Or can read faster but with lower comprehension.
<b>70-79%</b>	Can understand some elements of intensive readings at this level. Can find main ideas and understand details, but structural awareness and ability to make inferences may be lacking.	Able to understand about half of the grammar objectives for this level without difficulty in written text. Simple constructions can be understood, but complex constructions are difficult.	Regularly achieves scores of 70-79% on vocabulary quizzes. Moderate understanding (60%) of NGSL vocabulary band.	Can read texts in timed reading activities at 160 words per minute with 80% comprehension. Or can read faster but with lower comprehension.
<b>60-69%</b>	Can understand basic elements of intensive readings at this level. Can usually find main ideas and understand details, but structural awareness and ability to make inferences is lacking.	Able to understand about half of the grammar objectives for this level without difficulty in written text. Simple constructions can usually be understood, but complex constructions are difficult.	Regularly achieves scores of 60-69% on vocabulary quizzes. Limited understanding (50%) of NGSL vocabulary band.	Can read texts in timed reading activities at 140 words per minute with 80% comprehension. Or can read faster but with lower comprehension.
<b>less than 60%</b>	Has difficulty understanding basic elements of intensive readings at this level. Can sometimes find main ideas and understand details, but structural awareness and ability to make inferences is lacking.	Has difficulty understanding the grammar objectives for this level in written text. Simple constructions can sometimes be understood, but complex constructions are too difficult.	Regularly achieves scores of less than 60% on vocabulary quizzes. Very limited understanding (<50%) of NGSL vocabulary band.	Reads texts in timed reading activities at less than 140 words per minute with 80% comprehension. Or can read faster but with lower comprehension.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					