

Miyazaki International College
Course Syllabus
Fall 2018

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| Course Title (Credits) | Reading 2 (2 credits) |
| Course Designation for TC | Discipline-related |
| | Language Teacher |
| Instructor | Anne Howard |
| E-mail address | ahoward@sky.miyazaki-mic.ac.jp |
| Office/Ext | |
| Office hours | Tuesday 1.00-2.30, Thursday 1.00-2.30 or at other times by arrangement. |

Course Description:

This second semester course continues to challenge students to develop their 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 consists of reading for meaning, for pleasure, and for the purpose of vocabulary building. Students also engage with software to work on extensive reading, to develop critical reading skills, and to build and practice vocabulary.

Course Objectives:

- To increase reading fluency through timed reading practice
- To increase interest in reading for pleasure
- To use dictionaries for learning definitions, collates and parts of speech
- To improve understanding of grammar forms encountered in written text
- To gain working knowledge up to and including band four of the New General Service List
- To gain 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
- To improve inductive critical thinking skills through text analysis.
- To develop oral and written paraphrasing skills
- To improve reading speed

Attainment Objectives for MEXT Teacher Certification:

- 1) To be able to listen to English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.
- 2) To be able to read English in various different genres and themes and to be able to understand the information and thinking to suit the purpose.
- 3) To be able to speak English (in conversation and presentation) to suit the

purpose, scene and situation, etc., for various different themes.

4) To be able to write English to suit the purpose, scene and situation, etc., for various different themes.

5) To be able to execute language activities that integrate multiple themes.

Course Schedule:

| Lesson | Topic | Content |
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| Lesson 1 | Course introduction | Course outline and objectives, review of syllabus, explanation of tools used in the class, expectations TC attainment objective 1,2 |
| Lesson 2 | Intensive Reading 1 | “The Real Effect of Household Consumers” comprehension and discussion and oral paraphrasing activities, timed reading TC attainment objective 2, 3 |
| Lesson 3 | Intensive Reading 1 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 4 | Intensive Reading 1 | Homework review, timed reading TC attainment objective 2, 3 |
| Lesson 5 | Intensive Reading 2 | Reading 1 vocabulary test, “Rethinking the Good Life” comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 6 | Intensive Reading 2 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 |
| Lesson 7 | Intensive Reading 2 | Homework review, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 8 | Intensive Reading 3 | Reading 2 vocabulary test, “Global Warming” comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 9 | Intensive Reading 3 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 10 | Intensive Reading 3 | Homework review, timed reading TC attainment objective 2, 3 |
| Lesson 11 | Intensive Reading 4 | Reading 3 vocabulary test, “William Kankwamba” comprehension and oral |

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| | | paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 12 | Intensive Reading 4 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 13 | Intensive Reading 4 | Homework review, timed reading TC attainment objective 2, 3 |
| Lesson 14 | Intensive Reading 5 | Reading 4 vocabulary test, "Habitat Destruction" comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 15 | Intensive Reading 5 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 16 | Intensive Reading 5 | Homework review, timed reading TC attainment objective 2, 3 |
| Lesson 17 | Intensive Reading 6 | Reading 5 vocabulary test, "Swimming through Garbage" comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 18 | Intensive Reading 6 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 19 | Intensive Reading 6 | Homework review, timed reading TC attainment objective 2, 3 |
| Lesson 20 | Intensive Reading 7 | Reading 6 vocabulary test, "Air Pollution" comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 21 | Intensive Reading 7 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 22 | Intensive Reading 7 | Homework review, timed reading TC attainment objective 2, 3 |
| Lesson 23 | Intensive Reading 8 | Reading 7 vocabulary test, "Smog-eating Cement" comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 24 | Intensive Reading 8 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 25 | Intensive Reading 8 | Homework review, timed reading TC attainment objective 2, 3 |
| Lesson 26 | Intensive Reading 9 | Reading 8 vocabulary test, "Water Pollution" comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 27 | Intensive Reading 9 | Vocabulary comprehension and |

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| | | discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 28 | Intensive Reading 10 | Reading 9 vocabulary test, “Boyan Slat the Ocean Cleanup Array” comprehension and oral paraphrasing work TC attainment objective 2, 3 and 5 |
| Lesson 29 | Intensive Reading 10 | Vocabulary comprehension and discussion activities, timed reading TC attainment objective 2, 3 and 5 |
| Lesson 30 | Review | Reading 10 vocabulary test, overview of final exam TC attainment objective 1, 2 |
| Week 16 | Final Exam | Reading and vocabulary |

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>)
- Graded readers (online and from the Library)
- Handouts provided by teacher/ downloaded by students as necessary
- Textbook(s) and web-based software access

Course Policies (Attendance, etc.):

Attendance

Students will not get any points for attendance because it is expected that they will attend 100% of classes. However, students must attend over 60% of classes to receive a passing grade.

Academic Honesty

Students 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 classmates is unacceptable and will result in 0% on that assignment for both parties.**

Assignment Submission

- Any assigned written work (not in the textbook or on the handouts) should be submitted in typed format. Keeping backups is strongly recommended! Name, student number, teacher’s name, date, title, and page number(s) and exercise(s) of such assignment as appropriate should be written. Failure to do so may affect one’s grade.
- Any homework assignments written directly in the textbook or on the handouts must be completed on time to earn points. For assignments reviewed in class, late homework will unlikely be accepted.

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.

- “I was absent” is not an excuse for not completing assignments. If students miss a class, they should be sure to talk with your classmates first to find out what they have missed, then contact the teacher.
- If students do not understand anything at any time, it is their responsibility to ask questions. If they do not ask questions, the teacher will assume they understand everything.

Grades and Grading Standards:

Extensive Reading – 20%

In class, and sometimes as homework, we will work on *intensive reading* (see below). *Extensive reading*, however, 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 on your own time, and you can decide what you read. You will be required to read a certain total number of words by the end of each month, and complete “quizzes” to prove that you have completed and understood the reading.

Timed Reading – 10%

During timed reading sessions in class, you will be required to read a short and relatively easy passage as quickly as you can while still understanding the main points. Your timed reading score will be based on later assignments in which you performed well.

Vocabulary using Praxis Ed – 10%

Continuing from Reading 1, you will be working almost daily on your vocabulary skills and critical reading skills using the online systems provided to you. The goal is to do 80 sessions on praxis ed throughout the semester.

Read Theory On-line Reading – 10%

The goal is to do 60 quizzes on Read Theory throughout the semester.

Intensive Reading & Course Activities – 30%

In class, and sometimes as homework, we will work on *intensive reading*, which is slow, careful reading of a small amount of difficult text, focusing on the language.

Assignments consist of reading, preparing for discussion, and completing text or handout exercises. We will go over homework in class. As such, if you do not complete the assignment(s), you will not only get 0 points, but you will also not be able to actively participate in class activities, in turn affecting your participation score as well. It is therefore essential that you complete the assignments to the best of your ability on time.

There will be activities and quizzes based on the main readings throughout the semester.

Final Exam – 20%

The final exam will take place during exam week. Information on the content of the exam will be given in class, but you can expect a reading comprehension test, and a vocabulary test. These will test your vocabulary knowledge and reading skills.

Note that for all online work, student efforts will be checked 4 times at regular intervals each semester:

- Check 1: end of October
- Check 2: end of November
- Check 3: end of December
- Check 4: last class of the semester

Details of goals for each check will be given in class.

Methods of Feedback:

In principle, work will be evaluated and returned within one week of submission. Feedback will be provided in the form of:

- Written comments on quizzes and assignments;
- Oral feedback both in class and during office hours;
- Model answers made available on Moodle and/or class handouts;
- Automatic feedback provided by online systems used in the course;
- Peer review and peer evaluation of oral paraphrases;
- Self-reflection on timed reading scores

Diploma Policy Standards Satisfied by Course 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


Notes:

- 1) You may be required to pay for some digital or printed material in this course.
- 2) It is your responsibility to seek help if you need it. Please visit the teacher during office hours if you need study advice, and feel free to contact your teacher online.
- 3) We will be using several online platforms in this course, such as the following:
 - <http://praxised.com/>
 - <http://moodle.miyazaki-mic.ac.jp>
 - <http://www.xreading.com>
 - <http://www.readtheory.org>
 - <http://www.socrative.com>

Reading Rubric

| Rating | Reading comprehension | Grammar | Vocabulary | Fluency |
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| 90% + A | 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 in written text. | 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. |
| 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. |
| 70-79% C | 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. |
| 60-69% D | 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. |

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| <p>less than 60%</p> <p>F</p> | <p>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.</p> | <p>Has difficulty understanding the grammar objectives for this level in written text. Simple constructions can sometimes be understood, but complex constructions are too difficult.</p> | <p>Regularly achieves scores of less than 60% on vocabulary quizzes. Very limited understanding (<50%) of NGSL vocabulary band.</p> | <p>Reads texts in timed reading activities at less than 140 words per minute with 80% comprehension. Or can read faster but with lower comprehension.</p> |
| <p>N/A</p> | <p>Does not apply</p> | <p>Does not apply</p> | <p>Does not apply</p> | <p>Does not apply</p> |

| 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 |
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| 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 | |
| | 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 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 | | | | | |
| Global Perspectives | Professional Skills | | | | | |
| | Cultural Relevancy | Fully engaged in current events and shows and 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. | Insufficient effort or evidence of achievement |
| | Awareness of Current Events & Global Issues | | | | | |
| English Language Ability | Reading | Exhibits fluency/hear 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 | | | | | |

