

Miyazaki International College
Course Syllabus
(Spring 2018)

Course Title (Credits)	Reading 3 Level 2 (2credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	N/A
E-mail address	N/A
Office/Ext	N/A
Office hours	N/A
Language Teacher	
Instructor	Chris de Lozier
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Office/Ext	N/A
Office hours	N/A

Course Description:
<p>This course continues the goals of Reading 1 and 2 and aims to refine students' ability to comprehend academic texts. The course focuses on developing reading skills in several ways. Intensive readings based on the theme of cultures of the English-speaking world will be used to improve reading comprehension strategies and for vocabulary building. Reading fluency will be developed using simplified timed readings in class and through extensive reading of graded materials both in class and for homework. Homework will consist of reading for meaning, for pleasure, and for the purpose of vocabulary building.</p>
Course Goals/Objectives:
<p>English program level 3</p> <ul style="list-style-type: none"> • To become more proficient in the following reading strategies: being a flexible reader, structural awareness, and synthesizing information • To understand words from the first five bands of the New General Service List when they are encountered in written text • To improve understanding of the following grammar forms when encountered in written text: adjective clauses, reduced adverbial clauses, subordinators, conjunctive adverbs • To use dictionaries to find information about definitions, parts of speech, and word collocations • To increase reading fluency through timed reading practice and regular extensive reading • To increase interest in reading for pleasure

Tentative Course Schedule		
Lesson	Topic	Content/Activities
1	Course introduction	Course outline and objectives, syllabus, explanation of materials used in the class, expectations of students; timed reading
2	Intensive reading 1a	Reading: Early British history, vocabulary & reading summaries (H/W: vocab quiz)
3	Reading/vocabulary	Timed reading / extensive reading / vocabulary: collocations
4	Intensive reading 1b	Reading: Early British history, reading summaries & comprehension (H/W reading comprehension)
5	Reading/grammar	Timed reading / extensive reading / grammar: word parts
6	Intensive reading 2a	Reading: Dialects of English, Native peoples, vocabulary & reading summaries (H/W: vocab quiz)
7	Reading/vocabulary	Timed reading / extensive reading / vocabulary: adjective clauses
8	Intensive reading 2b	Reading: Dialects of English, reading summaries & comprehension (H/W reading comprehension)
9	Reading/grammar	Timed reading / extensive reading / grammar: dictionary skills
10	Intensive reading 3a	Reading: Opposition to Britain in the colonies, vocabulary & reading summaries (H/W: vocab quiz)
11	Reading/vocabulary	Timed reading / extensive reading / vocabulary: subordinators
12	Intensive reading 3b	Reading: Opposition to Britain in the colonies, reading summaries & comprehension (H/W reading comprehension)
13	Reading/grammar	Timed reading / extensive reading / vocabulary review test
14	Intensive reading 4a	Reading: Economies, World Englishes, vocabulary & reading summaries (H/W: vocab quiz)
15	Reading/vocabulary	Timed reading / extensive reading / vocabulary: extended meanings
16	Intensive reading 4b	Reading: Economies, reading summaries & comprehension (H/W reading comprehension)
17	Reading/grammar	Timed reading / extensive reading / multi-word units
18	Intensive reading 5a	Reading: Native peoples, vocabulary & reading summaries (H/W: vocab quiz)
19	Reading/vocabulary	Timed reading / extensive reading / vocabulary: conjunctive adverbs
20	Intensive reading 5b	Reading: Native peoples, reading summaries & comprehension (H/W reading comprehension)
21	Reading/grammar	Timed reading / extensive reading / collocations

22	Intensive reading 6a	Reading: World Englishes, vocabulary & reading summaries (H/W: vocab quiz)
23	Reading/vocabulary	Timed reading / extensive reading / vocabulary: reduced adverbial clauses
24	Intensive reading 6b	Reading: World Englishes, reading summaries & comprehension (H/W reading comprehension)
25	Reading/vocabulary	Timed reading / extensive reading / vocabulary: word families
26	Intensive reading 7a	Reading: Politics, vocabulary & reading summaries (H/W: vocab quiz)
27	Reading/vocabulary	Timed reading / extensive reading / vocabulary: phrasal verbs
28	Intensive reading 7b	Reading: Politics, reading summaries & comprehension (H/W reading comprehension)
29	Intensive reading 8a	Reading: Multiculturalism, vocabulary & reading summaries (H/W: vocab quiz)
30	Intensive reading 8b	Reading: Multiculturalism, reading summaries & comprehension (H/W reading comprehension)
Week 16	Final Exam	Reading and vocabulary

Required Materials:

- Reading for Speed & Fluency 2 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

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 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.

READING RUBRIC

Rating	Comprehension	Grammar	Vocabulary	Fluency
90% +	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.
80-89%	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%	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%	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.
less than 60%	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.

<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</p> 		<p><i>Advanced</i></p> 	<p><i>Proficient</i></p> 	<p><i>Developing</i></p> 	<p><i>Emerging</i></p> 	<p><i>No Attempt</i></p> 
<i>Critical Thinking</i>	<i>Ability to Identify & Solve Problems</i>	<i>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</i>	<i>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.</i>	<i>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</i>	<i>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</i>	<i>Insufficient effort or evidence of achievement</i>
	<i>Information Gathering</i>					
	<i>Assessment of Credibility</i>					
<i>Advanced Communication Proficiency</i>	<i>Public Speaking</i>	<i>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</i>	<i>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.</i>	<i>Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.</i>	<i>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.</i>	
	<i>Social Skills</i>					
	<i>Professional Skills</i>					
<i>Global Perspectives</i>	<i>Cultural Relevancy</i>	<i>Fully engaged in current events and shows and understanding of social inequalities and cultural differences.</i>	<i>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</i>	<i>Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.</i>	<i>Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.</i>	
	<i>Awareness of Current Events & Global Issues</i>					
<i>English Language Ability</i>	<i>Reading</i>	<i>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.</i>	<i>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</i>	<i>Adequate English ability; must reference dictionary often</i>	<i>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</i>	
	<i>Writing</i>					
	<i>Oral Communication</i>					
<i>Japanese Language Ability</i>	<i>Reading</i>	<i>Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</i>	<i>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</i>	<i>Adequate oral and written communication; tends to have difficulty clearly expressing ideas.</i>	<i>Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions</i>	
	<i>Writing</i>					
	<i>Oral Communication</i>					