

Miyazaki International College  
 Course Syllabus  
 (Spring 2018)

<b>Course Title (Credits )</b>	Reading 3 (RDG3) (2 credits)
<b>Course Designation for TC</b>	N/A
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**Course Description:**

Students read texts that are related to the cultures of English-speaking countries around the world, especially the USA, the UK, Canada, Australia and New Zealand. The learning goals include increased reading comprehension of academic English texts, habitual use of a number of reading strategies, mastery of certain grammatical and lexical forms, increased reading fluency and the acquisition of dictionary skills.

**Course Goals & Objectives:**

- To reach at least 95% comprehension of the course's intensive readings
- To increase reading fluency to 200 words per minute
- To acquire all vocabulary in band 5 of the New General Service List
- To reach at least 80% comprehension of these grammar forms: adjective clauses, reduced adverbial clauses, subordinators, conjunctive adverbs
- To read 900 pages of extensive reading material
- To gain the following reading strategies: reading flexibly, having structural awareness, and synthesizing information
- To use dictionaries for learning definitions, collocations and parts of speech

Core Curriculum Requirements for TC Program:

1. Read English of various genres and topics and demonstrate comprehension of content, viewpoints and ideas in accordance lesson objectives.
2. Perform language tasks that integrate multiple skills.

**Course Schedule:**

Note that the schedule below is subject to change

Lesson	Topic	Content
Lesson 1	Course introduction	Course introduction with syllabus; timed reading; extensive reading.
Lesson 2	Reading 1	“Early British History” reading; comprehension and discussion (TC program objective 1)
Lesson 3	Reading 1	Timed reading; extensive reading; vocabulary study and practice activities (TC program objective 2)
Lesson 4	Reading 1	Vocabulary review; extensive reading; comprehension quiz; intensive reading (TC program objective 1)
Lesson 5	Reading 1	Timed reading; extensive reading; vocabulary quiz; grammar focus (TC program objective 2)
Lesson 6	Reading 2	“Dialects” reading; comprehension and discussion (TC program objective 1)
Lesson 7	Reading 2	Timed reading; extensive reading; vocabulary study and practice activities (TC program objective 2)
Lesson 8	Reading 2	Vocabulary review; extensive reading; comprehension quiz; intensive reading (TC program objective 1)
Lesson 9	Reading 2	Timed reading; extensive reading; vocabulary quiz; grammar focus (TC program objective 2)
Lesson 10	Reading 3	“Opposition to Britain in the Colonies” reading; comprehension and discussion (TC program objective 1)
Lesson 11	Reading 3	Timed reading; extensive reading; vocabulary study and practice activities (TC program objective 2)
Lesson 12	Reading 3	Vocabulary review; extensive reading; comprehension quiz; intensive reading (TC program objective 1)
Lesson 13	Reading 3	Timed reading; extensive reading; vocabulary quiz; grammar focus (TC program objective 2)
Lesson 14	Reading 4	“Native People” reading; comprehension and discussion (TC program objective 1)
Lesson 15	Reading 4	Timed reading; extensive reading; vocabulary study (TC program objective 2)

Lesson 16	Reading 4	Vocabulary review; extensive reading; comprehension quiz; intensive reading (TC program objective 1)
Lesson 17	Reading 4	Timed reading; extensive reading; vocabulary quiz; grammar focus (TC program objective 2)
Lesson 18	Reading 5	“Economies of English-Speaking Countries” reading; comprehension and discussion (TC program objective 1)
Lesson 19	Reading 5	Timed reading; extensive reading; vocabulary study and practice activities (TC program objective 2)
Lesson 20	Reading 5	Vocabulary review; extensive reading; comprehension quiz; intensive reading (TC program objective 1)
Lesson 21	Reading 5	Timed reading; extensive reading; vocabulary quiz; grammar focus (TC program objective 2)
Lesson 22	Reading 6	“World Englishes” reading; comprehension and discussion (TC program objective 1)
Lesson 23	Reading 6	Timed reading; extensive reading; vocabulary study and practice activities (TC program objective 2)
Lesson 24	Reading 6	Vocabulary review and quiz; extensive reading; intensive reading; comprehension quiz (TC program objective 1)
Lesson 25	Reading 7	“Political Systems of English-Speaking Countries” reading; comprehension and discussion (TC program objective 1)
Lesson 26	Reading 7	Timed reading; extensive reading; vocabulary study and practice activities (TC program objective 2)
Lesson 27	Reading 7	Vocabulary review and quiz; extensive reading; intensive reading; comprehension quiz (TC program objective 1)
Lesson 28	Reading 8	“Multiculturalism” reading; comprehension and

		discussion (TC program objective 1)
Lesson 29	Reading 8	Timed reading; extensive reading; vocabulary study and practice activities (TC program objective 2)
Lesson 30	Reading 8	Vocabulary review and quiz; extensive reading; intensive reading; comprehension quiz (TC program objective 1)

### **Required Materials:**

There is no required textbook for this course. Handouts will be provided by the teacher or downloaded by students as necessary. Students will need to bring the following items to lessons:

- A folder for handouts
- Loose-leaf paper, pens, pencils,
- Dictionary
- Extensive reading text (from the library or online)
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### **Course Policies:**

#### Attendance

You will not get any points for attendance because it is expected that you will attend all classes. However, poor attendance will negatively affect a student's grade. Any student who misses more than five lessons without a legitimate reason will not be able to pass the course. Each student may have a maximum of three excused absences. Three late attendances will be counted as one absence. In short, students need to come to class and come on time.

#### Preparation and Review Time

- Students are expected to spend many hours reading outside of class time every week, in addition to time spent on homework and preparation. Study time outside of class should total about 6 hours per week.
- If you miss a class, be sure to contact the teacher to find out what you have missed.

#### Academic Honesty

You are not allowed to submit work that uses translation done with 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 negatively affect the grade of all students involved.

#### Assignment Submission

Any homework assignments must be completed on time to earn points. Late homework may not be accepted, since the assignments are reviewed in class.

#### **Assessment:**

Extensive Reading	20%
Final Exam	20%
Quizzes (Comprehension & Vocabulary)	15%
Online Vocabulary Study	15%
Homework	10%
Reading Fluency	10%
Participation	10%

#### **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:**

Attendance is not part of the grade.

## Reading 3 Rubric

Rating	Reading comprehension	Grammar	Vocabulary	Fluency
<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 in written text.	Regularly achieves scores of 90% or more on vocabulary quizzes.  Very good understanding (90%) 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. Has difficulty with the most complex forms.	Regularly achieves scores of 80-89% on vocabulary quizzes.  Good understanding (80%) 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 (70%) 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 in written text. Simple constructions are understood, but complex constructions are difficult.	Regularly achieves scores of 60-69% on vocabulary quizzes.  Limited understanding (60%) 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.
<b>N/A</b>	Does not apply	Does not apply	Does not apply	Does not apply