**Miyazaki International College**

**Course Syllabus (Student version)**

**Spring 2020**

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| Course Title (Credits) | Reading 1-5 TC (2 credits) |
| Course Designation for TC | Discipline-related |
| Language Teacher | |
| Instructor | Ellen Head |
| E-mail address | ehead@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1, room 205/ Extension 3715 |
| Office hours | Tues 1.00-2.00 Thurs 2.40-4.40 or by appointment |

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| **Course Description:** | | |
| 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. | | |
| **Course Objectives:** | | |
| By the end of the course, students will be able to...   * paraphrase and summarize (in speech and/or writing) course reading passages; * demonstrate improved reading fluency (speed) through timed reading practice * employ dictionaries for learning definitions, colocates,and parts of speech; * identify and use (in own examples) grammar forms encountered in simplified texts. * demonstrate working knowledge up to and including band 3 of the New General Service List(NGSL). * 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   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., or various different themes.  5) To be able to execute language activities that integrate multiple themes. | | |
| **Course Schedule:** | | |
| **Lesson** | **Topic** | **Content** |
| 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 | “Masaki’s Story” comprehension and discussion and oral paraphrasing activities, vocabulary study  TC attainment objective 2, 3 |
| Lesson 3 | Introduction to timed reading and using apps | Reading for Speed and Fluency, vocabulary study and extensive reading using apps |
| Lesson 4 | Intensive Reading 1 | Vocabulary comprehension, dictionary use and discussion activities, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 5 | Intensive Reading 1 | Homework review, timed reading,  TC attainment objective 2, 3 |
| Lesson 6 | Extensive reading focus | How to do written or spoken report of x reading book (oral book report); timed reading; catch up with Intensive Reading 1 |
| Lesson 7 | Intensive Reading 2 | Reading 1 vocabulary test, “Kana’s Story” comprehension and oral paraphrasing work  TC attainment objective 2, 3 and 5 |
| Lesson 8 | Intensive Reading 2 | Vocabulary comprehension and discussion activities, timed reading  TC attainment objective 2, 3 |
| Lesson 9 | Intensive Reading 2 | Homework review, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 10 | Intensive Reading 2  + Extensive reading | Vocabulary review and test, discussion, oral book report |
| Lesson 11 | Intensive Reading 3 | Reading 3, “Learning English at MIC” comprehension and oral paraphrasing work  TC attainment objective 2, 3 and 5 |
| Lesson 11 | Intensive Reading 3 | Vocabulary comprehension and discussion activities, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 12 | Intensive Reading 3 | Homework review, timed reading  TC attainment objective 2, 3 |
| Lesson 13 | Intensive Reading 3 | Reading 3 vocabulary test,  Speed Reading test, discussion  TC attainment objective 2, 3 and 5 |
| Lesson 14 | Intensive Reading 4 | Reading 4 Adventures on the Mississipi Vocabulary, comprehension and discussion activities, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 15 | Intensive Reading 4 | Reading 4 “Adventures on the Missisipi” Vocabulary work, comprehension and oral paraphrasing work |
| Lesson 16 | Intensive Reading 4 | Further comprehension activities, timed reading.  TC attainment objective 2, 3  TC attainment objective 2, 3 and 5 |
| Lesson 17 | Intensive Reading 4 | Written reflection and discussion activities, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 18 | Intensive Reading 4 | Vocabulary test, written reflection  Homework review  TC attainment objective 2, 3 |
| Lesson 19 | Intensive Reading 5 | Reading 5 “Comparison of Japanese and American university life” comprehension and oral paraphrasing work  TC attainment objective 2, 3 and 5 |
| Lesson 20 | Intensive Reading 5 | Vocabulary comprehension and discussion activities, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 21 | Intensive Reading 5 | Homework review, timed reading, oral book report  TC attainment objective 2, 3 |
| Lesson 22 | Intensive Reading 5 | Further work on reading 5 vocabulary  Timed reading |
| Lesson 23 | Intensive Reading 5 | Reading 5 vocabulary test,  written reflection, discussion  TC attainment objective 2, 3 and 5 |
| Lesson 24 | Intensive Reading 6 | Reading 6 “How to be great” Vocabulary comprehension and discussion activities, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 25 | Intensive Reading 6 | Reading 6  Comprehension and oral paraphrasing work  TC attainment objective 2, 3 and 5 |
| Lesson 26 | Intensive Reading 6 | Vocabulary comprehension and discussion activities, timed reading  TC attainment objective 2, 3 and 5 |
| Lesson 27 | Intensive Reading 6 | Reading 6 Further work on reading comprehension, vocabulary review, discussion |
| Lesson 28 | Intensive Reading 6 | Reading 6 vocabulary test  Homework review, timed reading  TC attainment objective 2, 3 |
| Lesson 29 | Vocabulary quiz,  Oral book report | Readings 1-6 Vocabulary test,  Review dictionary use and word building, talk about your x reading  TC attainment objective 2, 3 and 5 |
| Lesson 30 | Review | Vocabulary review, timed reading test  Overview of final exam  TC attainment objective 1, 2 |
| Week 16 | Final Exam | Reading and vocabulary |

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| **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 (Reading for Speed and Fluency 1 by Paul Nation – purple book) * Internet access from a smart phone or notebook pc for x reading, Read theory and Praxis ed |

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| **Course Policies (Attendance, etc.):** |
| Attendance  You must attend at least 2/3 of classes. You must be on time! If you are more than 10 minutes late you might be asked to wait outside until a suitable time in the class. If you need to be absent please e-mail the teacher to explain. If you miss more than 4 classes without a doctor’s certificate then you might not pass the class.  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 homework assignments written 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. * If you miss a class, you should ask your classmates to find out what you have missed, do the work to catch up and also e-mail the teacher. * If students do not understand 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%  *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 though 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. |

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| **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; * Self-reflection on timed reading scores and extensive reading |
| **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 |

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| **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/laptop to all classes. |

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| Reading Rubric | | | | | |
|  | Comprehension | Grammar | Vocabulary | Fluency | Other |
| **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. | Regularly exceeded x-reading targets and praxis targets. Intensive reading answers show good use of paraphrase. Answers to discussion questions show critical thinking. Helped others to use English. Asked thoughtful questions in class. |
| **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. | Managed to keep up with the targets, and sometimes exceeded extensive reading and praxis targets.  Made an effort to do homework. Self-corrected homework carefully. Asked for help when needed and asked interesting questions in class. |
| **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. | Struggled to keep up with the targets but could do so given extra time. Answers to intensive readings were not always complete or not always paraphrased. Asked for help when needed. Tried to use English in class. |
| **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. | Did not read enough on x reading and often late with Intensive Readings. Answers to intensive readings were not always complete or not always paraphrased. Level of ability made it difficult for the student to participate or student did not make an effort. Did not ask for help. Did not try to use English. |
| **less than 60%**  **F** | 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. | Did not do enough work. Level of ability made it difficult for the student to participate or student did not make an effort. |
| **N/A** | Does not apply | Does not apply | Does not apply | Does not apply |  |

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|  | | 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 o 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 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. |
| 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 |