**Miyazaki International College**

**Course Syllabus Spring 2020**

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| **Course Title (Credits )** | Reading 3 (RDG3) (2 credits) – **RDG3-2** |
| **Course Designation for TC** | Discipline-related course |
| **Instructor** | **Rebecca Schmidt** |
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| **Office/Ext** | **1-401**, ext. 3726 |
| **Office hours** | **MW 3 - 4:30** |

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| **Course Description:** |
| 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 simplifies 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.  |
| **Course Goals & Objectives:** |
| * To reach at least 95% comprehension of the course’s intensive readings
* To read at least 80,000 words of extensive reading material
* To acquire a good understanding of at least 80% of the 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 increase reading fluency to 200 words per minute
* To gain the following reading strategies: reading flexibly, 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  | “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) |

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| 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) |

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| **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)
* *Reading for Speed and Fluency 2* textbook
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| **Course Policies:** |
| AttendanceYou 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 HonestyYou 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 SubmissionAny homework assignments must be completed on time to earn points. Late homework will not be accepted if the homework was a crucial part of lesson work for a lesson that has already been held. Other late assignments will lose 10% of the maximum score for each day that they are late. |

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| **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. Students who are not meeting the goals will be contacted.Homework and other assignments that are submitted for assessment will be returned to students with written feedback and a score within two weeks of submission. |
| **Diploma Policy Objectives:** |
| Work 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 English5. Proficiency in the use of information technology |
| **Notes:** |
| Attendance is not part of the grade. |

**Reading 3 Rubric**

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| **Rating** | **Reading 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 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. |
| **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. 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. |
| **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 (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. |
| **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 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. |
| **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. |
| **N/A** | Does not apply | Does not apply | Does not apply | Does not apply |