Miyazaki International College

Course Syllabus

(Fall 2020)

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| **Course Title ( Credits )** | Reading 2-4 (RDG2-4) (2 credits) |
| **Designation for TC** | Discipline-related course |
| Language Teacher | |
| **Instructor** | **Rebecca Schmidt** |
| **E-mail address** | **rschmidt@sky.miyazaki-mic.ac.jp** |
| **Office/Ext** | **Room 1-401; Ext. 3726** |
| **Office hours** | **Tuesdays and Thursdays 3:00-4:30 or by appointment** |

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| **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 reach at least 95% comprehension of the course’s intensive readings * To read at least 60,000 words of extensive reading material * To acquire a good understanding of at least 80% of the vocabulary in Band 4 of the New   General Service List   * To reach at least 80% comprehension of these grammar forms: conjunctive adverbs; passive voice; and adjective clauses * To increase reading ﬂuency to 200 words per minute * To gain the following reading strategies: structural awareness, inferencing, consolidating.   annotating texts and monitoring comprehension   * To use dictionaries for learning definitions, collocations and parts of speech | | |
| Course Schedule  Note that the schedule below is subject to change, as we will move at the pace that the majority of class needs to truly COMPREHEND the readings. Some classes will also consist of some online reading and vocabulary work. | | |
| Day | Topic | Content/Activities |
| 1 | Course introduction | Syllabus; explanation of long-term homework assignments; extensive reading |
| 2 | Reading 1: *The Real Effect of Household Consumers* | Intensive reading; worksheet; extensive reading; timed reading |
| 3 | Intensive reading; worksheet; extensive reading; timed reading |
| 4 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 5 | Reading 2: *Rethinking the Good Life* | Reading 1 quizzes; Intensive reading; worksheet; extensive reading; timed reading |
| 6 | Intensive reading; worksheet; extensive reading; timed reading |
| 7 | Intensive reading; worksheet; extensive reading; timed reading |
| 8 | Reading 3: *Global Warming* | Reading 2 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 9 | Intensive reading; worksheet; extensive reading; timed reading |
| 10 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 11 | Reading 4: *William Kankwamba* | Reading 3 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 12 | Intensive reading; worksheet; extensive reading; timed reading |
| 13 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 14 | Reading 5: *Habitat Destruction* | Reading 4 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 15 | Intensive reading; worksheet; extensive reading; timed reading |
| 16 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 17 | Reading 6: *Swimming through Garbage* | Reading 5 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 18 | Intensive reading; worksheet; extensive reading; timed reading |
| 19 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 20 | Reading 7: *Air Pollution* | Reading 6 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 21 | Intensive reading; worksheet; extensive reading; timed reading |
| 22 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 23 | Reading 8: *Smog-eating Cement* | Reading 7 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 24 | Intensive reading; worksheet; extensive reading; timed reading |
| 25 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 26 | Reading 9: *Water Pollution* | Reading 8 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 27 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 28 | Reading 10: *Boyan Slat and the Ocean Cleanup Array* | Reading 9 quizzes; intensive reading; worksheet; extensive reading; timed reading |
| 29 | Intensive reading; worksheet; extensive reading; timed reading; vocabulary study |
| 30 | Review | Reading 10 quizzes; review; overview of final exam |
| Exam week | Final Exam | Reading & vocabulary exams |
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| **Required Materials** | | |
| * Handouts provided by teacher/ downloaded by students as necessary * Paper, pens, pencils, and 4 colors of highlighters. * Dictionary * *Reading for Speed & Fluency 1* and *Reading for Speed & Fluency 2* * Tablet and / or smartphone * Graded readers (online books at Xreading or paper books from MIC library) | | |
| **Course Policies** . | | |
| Attendance  You will not get any points tor 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. The maximum number of excused absences is three, **however you will lose 1% from your final grade for any absence after the 2nd. Three late attendances will be counted as one absence.**  Academic Honesty  You are not allowed to use translation software or translation websites in this or any course at MIC. Although it is fine to work with classmates on homework assignments together, copying from your classmates is unacceptable and will result in 0% on that assignment for both parties.  Assignment Submission  Any 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. “I was absent” is not an excuse for not completing assignments. If you miss a class, be sure to talk with your classmates or teacher to find out what you have missed. | | |
| Class Preparation and Review | | |
| You are expected to spend about two hours doing review and homework for every hour of lesson time. | | |
| Grades and Grading Standards You cannot alter grade breakdown. | | |
| Course Activities…………….30%  Intensive Reading…………..20%  Extensive Reading………….20%  Final Exam…………………..20%  Timed Reading……………...10%  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 in your own time. The teacher will assess this reading four times: Nov 3, Dec 4, Jan 5 and Feb 5. Points that are lost at one assessment cannot be regained by doing extra reading in a later assessment period.  Intensive Reading – 20%  In class and as homework, you will work on intensive reading, which is careful reading of a small amount of challenging text, focusing on the language. Assignments consist of reading, preparing for discussion, and completing the worksheet or vocabulary study handouts.  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% You can alter dates and number and weight of assessments  Students will be required to do online vocabulary practice several times a week. The website will keep track of the quantity, quality, and regularity of students’ work. The teacher will assess this online vocabulary study four times.. Each time, 5% of the final grade will be decided. Points that are lost at one assessment cannot be regained by doing extra reading in a later assessment period. 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: | | |
| Homework and other assignments will be returned to students with written feedback and a score within two weeks of submission. Online student work will be assessed four times during the semester to confirm that students are meeting periodic goals. Students who do not meet the goals will have consultations with the teacher. | | |
| 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 | | |
| Notes: | | |
| Attendance is not part of the grade. | | |

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| **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. |

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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 |