

Syllabus for English Reading Comprehension III (英語読解研究Ⅲ)

Textbook

The course will use the following textbook:

Asian Issues 2. Abax. ISBN: 978-1-78547-088-2

Overall Aim

The overall aim of the course is to allow students to develop their reading skills, with a particular focus on specific areas. From the textbook, students will acquire or strengthen their ability to:

- find the main idea in a text
- identify supporting evidence in a text
- guess meaning from context
- find support for claims
- the ability to write summaries of texts

Students will also acquire or strengthen various critical thinking skills through the use of the textbook. Specifically, students will develop their ability to:

- differentiate between fact and opinion
- identify writer purpose
- differentiate between informative and persuasive texts
- recognise generalisations
- identify bias in a text

Students will also develop various skills through supplementary materials, separate from the textbook. These will include:

- skimming and scanning skills, through supplementary materials created by the teacher
- extensive reading, through keeping an extensive reading log
- the ability to write a short, critical book review

Finally, classwork will be conducted in a collaborative manner, and homework done individually (such as the reading log) will also be shared in groups in class. In this way, the course will aim to create an atmosphere in which students' collaborative learning skills continue to develop.

Week-by-week Outline

Week	Textbook-based skills	Supplementary skills	Homework
1	Finding the main idea Identifying fact vs opinion	Self introductions Introduce reading logs	Writing a postcard Choosing a book
2	Finding the main idea Identifying writer purpose	Sharing our choice of book How to write a short summary	Listing the pros and cons of study abroad Write a summary of 1 (or 1 part) of a book in reading log
3	Finding the main idea	The difference in summaries of	Writing a survey report

	Identify evidence	fiction/non-fiction reading	1 reading log summary
4	Identifying support Identifying writer purpose	Introduce scanning	Make a poster 1 reading log summary
5	Supporting evidence Identifying cause and result	Short poster presentations	Write a recipe 1 reading long summary
6	Identifying cause and effect Differentiating between informative/persuasive writing	More scanning practice	Make a poster 1 reading log summary
7	Examples and illustrations Identifying fact vs opinion	Poster presentations	Prepare a short pair presentation (2 weeks) 1 reading log summary
8	Review	Mid-term test	1 reading log summary
9	Finding the main idea Identifying writer purpose	Short presentations	Writing a blog entry 1 reading log summary
10	Guessing meaning Cause and result	Introduce skimming	Writing a brochure 1 reading log summary
11	Finding the main idea Identifying fact vs opinion	Introduce book reviews	Write a survey 1 reading log summary Write a book review (3 weeks)
12	Identifying support Identifying emotive words	Conduct a class survey	Write a restaurant review 1 reading log summary
13	Supporting evidence Generalising	Skimming practice Group presentations	Make a short presentation 1 reading log summary
14	Building an argument Correlation	Skimming and scanning	Make a short presentation 1 reading log summary
15	Building an argument Fact vs opinion	Final review	Revision
16		Final test	

About extensive reading

This will be flexible, allowing students to find books that fit their level. The students will, however, be encouraged to include a mixture of fact and fiction. The amount to read each week will depend on the book, as well as the student's level. Guidance will be given on how much needs to be read to write a short summary of reading done each week. The small group size will allow the teacher to give plenty of individual guidance to any students that are struggling.

Assessment

Assessment will be broken down as follows:

Mid-term exam:	10%
Final exam:	10%
Weekly homework: 3% x14* =	42%
Reading log:	20%
Book review:	10%
Attitude:	8%

*There are 13 pieces of homework, however the “pair presentation” begun in week 7 and completed in week 9 is worth 6%