

Syllabus for English Reading Comprehension IV (英語讀解研究IV)

Textbook

The course will use the following textbook:

Asian Issues 3. Abax. ISBN: 978-1-78547-089-9

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
- Identify paragraph types
- Organise essays

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
- recognise generalisations
- identify bias in a text
- Identify non-sequiturs
- Identify half-truths
- Identify analogies and overstatements
- Identify null hypothesis and ad hominem arguments
- Identify the difference between correlation and causation
- Identify hyperbole
- Identify false assumptions

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 critical book review

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.

The course will build on Reading Comprehension III, but it is not required to have taken that course.

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 travel brochure Choosing a book
2	Identifying support Identifying writer purpose	Sharing our choice of book How to write a short summary	Prepare a short presentation Write a summary of 1 (or 1 part) of a book in reading log
3	Finding the main idea Identify generalisations	The difference in summaries of fiction/non-fiction reading Group presentations	Make a poster 1 reading log summary
4	Finding the main idea Identifying non-sequiturs	Poster presentations Introduce scanning	Make handouts 1 reading log summary
5	Identifying cause and effect Supporting opinions	Present handouts	Write an animal profile 1 reading long summary
6	Finding the main idea Identifying half-truths	More scanning practice	Make a poster 1 reading log summary
7	Guessing meaning Analogies and overstatements	Poster presentations	Prepare a short pair presentation (2 weeks) 1 reading log summary
8	Review	Mid-term test	1 reading log summary
9	Examples and explanations Understanding rhetorical questions	Short presentations	Writing an article 1 reading log summary
10	Finding the main idea The null hypothesis	Introduce skimming	Make a presentation 1 reading log summary
11	Identifying support Identifying ad hominem	Introduce book reviews Group presentations	Make a presentation 1 reading log summary Write a book review (3 weeks)
12	Organising essays Correlation / Causation	Group presentations	Write the story of a food 1 reading log summary
13	Identifying paragraph types Emotive language	Skimming practice	Write a restaurant review 1 reading log summary
14	Organising essays Hyperbole / euphemism	Skimming and scanning	Make a short presentation 1 reading log summary
15	Essay introductions Identifying false assumptions	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% x 14* =	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%