

## Second Year Reading (Skills) Class Outline

### **Course Description**

This course is designed to develop intermediate academic reading skills such as summarizing, skimming, scanning, inferring and predicting. Students will improve reading ability through vocabulary enrichment, reading comprehension exercises and reading strategies. Students will read selections from will use authentic materials from the textbook or short newspaper/magazine articles, restaurant menus, timetables, movie reviews, book reviews, advertisements, letters, guidebooks, shopping catalogues, weather forecasts or other assigned readings.

Students will learn level-appropriate grammar and demonstrate the ability to scan for specific information and skim for gist. Students will become more effective and efficient readers.

### **Learning Outcomes**

- Students will be able to locate specific information within a text and make inferences, draw conclusions and predict outcomes
- Students will be able to demonstrate scanning ability through various comprehension exercises such as T/F, multiple choice sentence selection, sentence completion exercises, filling in the gaps in a summary, etc.
- Students will be able demonstrate understanding through skimming.
- Students will be able to demonstrate critical thinking skills and express opinions about the materials they have studied through written assignments or group discussions.

### **Course Content**

- Reading Strategies
- Prediction
- Skimming for gist/main ideas
- Scanning for information
- Summarizing
- Vocabulary Development

### **Grading Criteria**

Vocabulary Assignments	15%
Reading Comprehension Assignments	20%
Quizzes	10%
Mid-Term Exam	25%
Final Exam	30%

### **Required Course Materials**

- Textbook
  - Inside Reading 2 (2<sup>nd</sup> Edition) by Lawrence J. Zwiler

### **Instructor**

Christopher Beeton

## 2020 Second Year (Extensive) Reading Course Outline

### **Course Description**

The aim of this course is to develop the students' reading fluency and vocabulary/grammar acquisition through inference using a wide variety of books and subtitled films which provide authentic settings, cultural context and varied language. This is accomplished by lowering the affective filter (impediment to language production caused by anxiety or boredom) and encouraging self-monitoring (self-correction in language production by applying the learned rules of vocabulary and grammar). The course is designed to be a motivating and interactive experience for students with the purpose of maximizing language retention. Students are allowed to choose what they watch depending on their interests and materials may be slightly above the linguistic competence of the students in terms of vocabulary and grammar.

### **Learning Outcomes**

Students will be able to use context to arrive at approximate meanings for unfamiliar words or expressions.

Students will develop confidence and motivation in reading.

Students will become more familiar with informal speech and idioms used in authentic settings and cultural contexts.

Students' reading fluency, vocabulary and grammar acquisition will be enhanced.

Students will be able to share personal reactions to and opinions about the films.

Students will be able to answer questions about the material they read.

Students will show improvement in listening comprehension and decoding skills.

### **Course Content**

Introduction to using subtitled materials in the class

Video Journal

Reading Diary

Reports

### **Grading Criteria**

Video Journal (Vocabulary building, acquiring useful phrases, preparing short skits, etc.)

20%

Reading diary (reading amount)

20%

Summer/Winter homework

30%

Presentations

30%

### **Required Course Materials**

DVDs

Video Journal

Reading Diary

**Instructor:** Yuki Noto