

HUFS GRADUATE SCHOOL of EDUCATION  
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# Advanced English Reading

## Course Description

“Advanced English Reading” is designed to prepare teacher-trainees for the reading demands of graduate school and provide greater insight into the importance of reading development within the second language (L2) context with an emphasis on reading techniques and critical reading skills. Practical reading skills and strategies are emphasized via academic text materials and selected teaching materials. Reading materials development using AI tools will also be practiced.

## Materials

- Q Skills for Success Reading and Writing Intro\*, Oxford University Press, 3<sup>rd</sup> edition (\*course textbook)

## Assessment

*Assignments*                      500 points

You will be required to complete several homework assignments this semester. Be sure to follow directions carefully, ask for help when you don’t understand, and do each assignment on time.

- Letter to teacher: (1 @ 50 pts): 50 points
- Cornell Notes: (2 @ 50 points): 100 points
- Literature Circles (10 @ 10 points): 100 points
- Literature Circle Task: (2 @ 50 points): 100 points
- Video journal: (1 @ 25 points): 25 points
- Team Teaching: (1 @ 25 points): 25 points
- Activity Route Map: (1 @ 100 points): 100 points
- Survey (1 x 50 points): 50 points

**Attendance**                      150 points (15 classes x 10 points)

Out of respect for your classmates, please come to every class on time and participate actively. In the event that you are late or absent, here is how it will affect your final grade:

- Late every 5 minutes (-2 pts)
- Late more than 50 minutes or absent (-10 points)

Schedule*	Date	Text   Material	Pages	LC	File to use	HW due	Method
Week 1	05MAR2026	Overview & needs analysis					
Week 2	12MAR2026	Unit 1-R1 (RW)	RW 2-12		course textbook	Letter	
Week 3	19MAR2026	Unit 2-R1 (RW)   LCs [intro]	RW 20-28		course textbook		
Week 4	26MAR2026	Unit 3-R1 (RW)   Skills 1 [CN]	RW 38-46	LC 1	course textbook		
Week 5	02APR2026	Unit 4-R1 (RW)   Skills 2 [MI]	RW 56-64	LC 2	course textbook	CN #1	
Week 6	09APR2026	Unit 5-R1 (RW)   Skills 3 [CON]	RW 72-79	LC 3	course textbook		
Week 7	16APR2026	Unit 5-R2 (RW)   Skills 4 [INF]	RW 79-84	LC 4	course textbook	CN #2	
Week 8	23APR2026	Unit 6-R1   Activities 1	RW 94-101	LC 5		LC task 1	
Week 9	30APR2026	Unit 6-R2   Activities 2	RW 102-104	LC 6			
Week 10	07MAY2026	ARM 1 [teacher demo] (mini-ARM)		LC 7	week.10.arm1.zip		
Week 11	14MAY2026	ARM+AI workshop 1		LC 8	week.11.arm.ws.zip	VJ#1	COLL
Week 12	21MAY2026	ARM+AI workshop 2		LC 9		Mini-ARM	
Week 13	28MAY2026	MT TT intro	RW 94-101	LC 10	week.13.aer.pdf		COLL
Week 14	04JUN2026	<b>Class cancelled (Election Day)</b>					
Week 15	11JUN2026	MT TT 1 [ <b>Supplemental</b> ]	RW 140-147			LC task2	COLL
Week 16	18JUN2026	MT TT 2					

## Letter to Teacher

### What do I have to do?

Read my sample letter (website/week 1) to you, and then write a response letter to me (your teacher) in a similar format. Email the letter to me at [proftodd108@gmail.com](mailto:proftodd108@gmail.com) . It is due Week 2.

## Cornell Notes

### What are they?

[Cornell Notes](#) (YT video link) is a note-taking task to help you organize information from a text (a reading text or video text). It may also include giving a personal response to the material that was read. [25 points]

### What should I read?

Choose a reading-related topic. Read any **article** related to that topic or to a topic that we discuss in this class. Academic articles can be read, too. Keep in mind that all articles must have a 'reading' English education relationship.

### Where can I find a reading article?

There are three Cornell Notes folders on our website (AER/cornell notes homework). You may use these, or if you want more of a challenge, you may pull articles from more academic sources (like these, below):

- ⊙ TESOL Quarterly
- ⊙ [The Reading Teacher](#)
- ⊙ [Journal of Research in Reading](#)
- ⊙ [Reading in a Foreign Language](#)
- ⊙ [The Reading Matrix](#)
- ⊙ Reading Online (magazine)

### What should I write?

You need to take notes as you read the text:

- ⊙ Write your name and student number at the top-right corner
- ⊙ **CNH Folder:** Answer the questions in the file. **More advanced:** Take general notes in the right-hand side of the Cornell Notes template [*What was most important in the text / What are the sub-points?*]
- ⊙ **CNH Folder:** Write one or two questions or vocabulary words that you think are important in the left-hand side of the template [*Ask about what is missing or any questions that come to mind*]. **More advanced:** Add many questions and/or vocabulary words as you wish.
- ⊙ **CNH Folder:** Follow the prompt and example, and summarize your notes at the bottom of the page [*What was it about?*]. **More advanced:** Write your own summary (up to 50 words)

I may also ask you to do the following for this Cornell Notes process:

- ⊙ **React** to content [*How did it make you feel? What is your experience with this content?*]
- ⊙ **Reflect** on the process of reading and taking notes [*What's challenging for you? What's getting easier?*]

### Where should I write them?

You can use the Cornell Notes templates (website/cornell notes homework folder). We will review this in class.

### How many should I write?

The minimum number of entries is four, but you can do more if you wish.

### When do I have to turn them in?

See the first page of the syllabus for due dates. **These are due regardless of internship responsibilities.** If you have concerns, please ask me! See the class schedule (above) for due dates.

### How do I have to turn them in?

- 1) Inside the file, please write your name, student # and class abbreviation (example: Jane Doe, #123452017 - AER) in the top right-hand corner. Watch the spacing in the Cornell notes, and please use Times New Roman (12-point) font.
- 2) Under your name, type the date and number each entry in the top right-hand corner (e.g. 03/2025 – #1), single-spaced.
- 3) Label all files and folders as: 'student#\_assignment#.aer' (Example: '201812345\_CN#1.aer') and then:
- 4) Submit both files: (1) in class (the reading journal *and* article – both will be returned to you after grading), and  
(2) via email ([proftodd110@gmail.com](mailto:proftodd110@gmail.com)). **Insert the document name into the subject bar.** [25pts]

## How will I be evaluated?

Submit three Cornell Notes. I will also assess the overall effort made in the notes.

Points will be deducted for assignments that are: 1) less than the expected length, 2) less than the desired content response, and 3) too similar to other classmates' papers. Remember to put some effort into this assignment; you'll get better with each one that you complete. 😊

**Questions?** Text or email me ([proftodd108@gmail.com](mailto:proftodd108@gmail.com)) or talk to me at the end of class.

## Activity Route Map (homework) ARM

### What do I have to do?

Adapt or create one reading activity, using the activity route map (ARM, on website) 20-25 minutes long. It can include any of the other three skills (speaking, listening, writing) but reading has to be the primary focus. To do this, download the **activity.form.blank.docx** (website) and use Arial 9-point font to type in your detailed information and instructions.

You are limited to two pages (with one or two attachments as necessary only), so also be simple, clear, and concise; don't forget to include the reading text! Follow the website examples (those we did in class), and check 'Simple Reading Activities' book (website) for ideas and inspiration. The ARM must be for high-beginner to low-intermediate students.

**NOTE:** [This paper is due regardless of internship responsibilities.](#)

**Due:** See the weekly schedule (above) and the Weekly file (website).

## Literature Circles

### What are Literature Circles?

Literature Circles (LCs) are an extensive reading (reading for pleasure) project. The purpose of LCs is to read and discuss about what was read. Think of LCs as a type of 'book club' for you and your classmates. For LCs, we will use short stories or [graded readers](#) over a 10-week period. Each week, you will complete one 'role' (Discussion Director, Literary Luminary, Connector, etc.). Your 'role' will change from week to week. More information (videos and in-class practice) will be given in the Week 3 class.

## Literature Circle Task

### What is the LC Task?

The LC Task is simply a post-reading activity that you must complete for one of the LC books that we read this semester. During the LC class work, you will complete multiple LC worksheets: Discussion Director, Literary Luminary, Artful Adventurer, Connector, and Comprehension Master. For this assignment, you will submit the Connector worksheets to me. More details will be given in Week 3 or Week 7.

### How many are there, and when are they due?

There are two LC Projects due this term. See the class schedule (above) for due dates.

### Can I do a different task than the Connector worksheet?

Yes, if you desire. See our '**literature circle task examples**' (website). Choose a writing task: interview a character, write a book report, one-sentence summary, getting the point, instant book report, or letter to a character and complete it. 😊

## Internship?

If you have an internship this term, note that the following assignments are still due: 1) Cornell Notes, and 2) Mini-ARM. These assignments can be submitted after the internship is finished. All other assignments (LCs, etc.) need not be done. Also, email me your name, student number, and the dates of your internship; no official excuse paper is needed. 😊