

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 advanced reading techniques and critical reading skills. Practical reading (and some writing) skills and strategies are emphasized with a focus on academic text materials and articles, and teaching materials selection.

## Materials

- ⊙ Q Skills for Success(\*supplement)
- ⊙ *Practical English Language Teaching\** by Neil. J. Anderson. (\*supplement)

## Assessment

*Assignments*                      450 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 @ 25 pts): 25 points
- ⊙ Chapter readings (5 @ 10 points): 50 points
- ⊙ **Reading Journal**: (2 @ 25 points): 50 points
- ⊙ Literature Circles (8 @ 25 points): 200 points
- ⊙ **Literature Circle Task**: (1 @ 50 points): 50 points
- ⊙ **Activity Route Map**: (1 @ 50 points): 50 points
- ⊙ Survey (1 x 25 points): 25 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	readings	LC	File to use	Homework due
Week 1	04MAR2021	Overview & needs analysis				
Week 2	11MAR2021	Unit 1-R1 (RW)	2-10		week.2-3.ar.pdf	letter
Week 3	18MAR2021	Unit 1-R2 (RW)   LC [intro+task]	11-18		week.2-3.ar.pdf	
Week 4	25MAR2021	Unit 1-L1 (LS)	2-10		week.4.ar.pdf	
Week 5	01APR2021	Skills 1: Cornell Notes	Chapter 1		Week.5-6.ar.pdf	
Week 6	08APR2021	Skills 2: Main Ideas & Summarizing	Chapter 3		Week.5-6.ar.pdf	
Week 7	15APR2021	Skills 3: Context Clues & Figurative Language		LC 1	week.7.arm.zip	RJ #1
Week 8	22APR2021	Skills 4: Inferencing & Drawing Conclusions		LC 2	week.8.arm.zip	
Week 9	29APR2021	Unit 2-R1 (RW)	32-39	LC 3		LC Task #1
Week 10	06MAY2021	Unit 2 (RW)	42-47	LC 4		
Week 11	13MAY2021	ARM [demonstration]		LC 5	week.11.ar.pdf	
Week 12	20MAY2021	ARM workshop		LC 6	week.12.ar.pdf	RJ #2
Week 13	27MAY2021	Activities 1 (beginner-intermediate)		LC 7	week.13.ar.pdf	
Week 14	03JUN2021	Activities 2 (intermediate+)		LC 8	week.14-16.pdf	ARM
Week 15	10JUN2021	Activities 3 (advanced)				
Week 16	17JUN2021	Activities 4 (reading games)				

## Activity Route Map (homework) **ARM**

### What do I have to do?

Create one reading activity, using the activity route map (ARM, on website) 30-75 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” (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, and check the books made available to you in class/on website for ideas and inspiration. Please note that the ARM must be at an intermediate or advanced level. I will provide feedback to you on your reading activity. If you have a HUF teaching internship this semester, please know that this assignment is still required, as it is a part of your final grade.

**Due:** See schedule (above)

## Literature Circle Project

### What is the LC Project?

The LC Project is simply a post-reading activity that you must complete for one of the LC books that we read this semester.

### When is it due?

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

### Where is a list of activities to choose from?

See our ‘extensive reading activities’ file (week\_12-13.pdf). Skip any oral tasks and choose a writing task, such as: interviewing a character, write a book report, one-sentence summary, getting the point, instant book report, or letter to a character. There are some examples in the week\_12-13.pdf file; others you may find online or the teacher may send you different graphic organizers for activities that could be completed.

## Reading Journals and Video Journals

### What are they?

A **reading journal** [25 points] is a ‘reader response’ log to help you organize your reading skills and ideas, thoughts or reactions about the material you’ve just read. A **video journal** [25 points] is a response to a video that you have watched. This video will be assigned to you by your professor in the second-half of the term. The response format for a video journal is the same as the format for a reading journal, except you will be listening to a lecturer, not reading an article. We will use videos from [ERF playlists](#). You will be assigned a 10’+ video and summarize-react-reflect on it, just as you would for a reading journal. Please label the talk on your journal submission and provide the web link (see Weekly file).

### What should I read?

You should choose a reading-related topic and read any **academic article** (no newspapers, e-papers, etc.) related to that topic or to a topic that we discuss in this class or even academic articles that you have read outside of this class. Keep in mind that all academic articles must have a ‘reading’ English education relationship. Please ask me if you are uncertain about any aspect of this assignment. There may be some flexibility here for those of you who may be working on your thesis – please ask me!

In general, search for an area of reading that you would like to know more about (intensive, extensive, assessment, jigsaws, lesson planning, etc.). Again, keep in mind that all articles must have an English education relationship. Please ask me if you are uncertain; there is a little bit of flexibility for this assignment. Common journals that you may pull articles from include (but are not limited to):

- ⊙ TESOL Quarterly
- ⊙ [The Reading Teacher](#)
- ⊙ The Journal of Adolescent & Adult Literacy
- ⊙ Journal of Reading
- ⊙ Journal of Reading Behavior
- ⊙ [Journal of Research in Reading](#)
- ⊙ Reading
- ⊙ [Reading in a Foreign Language](#)
- ⊙ [The Reading Matrix](#)
- ⊙ Reading & Writing Quarterly
- ⊙ Reading Improvement
- ⊙ Reading Online (magazine)
- ⊙ Reading Research Quarterly
- ⊙ Reading Today (magazine)

Helpful links to get you started:

<http://literacyworldwide.org/get-resources/journals> and <https://www.ebscohost.com/titleLists/afh-journals.pdf>

### What should I write?

You need to do three things for each entry:

- ⊙ Summarize content [*What was it about?*]
- ⊙ React to content [*How did it make you feel?*]
- ⊙ ~~Quote a source (recent published paper) in support of your opinion in the React stage~~
- ⊙ Reflect on the process of reading [*What's challenging for you? What's getting easier?*]

Please feel free to also ask me any questions you may have at the conclusion of each entry. These could be about improving your English reading skills or for recommendations for reading content (e.g. articles, journals, newspapers, etc. websites, etc.). See the student examples on my site ([www.toddmatt34.com](http://www.toddmatt34.com)).

### How much should I write for each one?

Try writing a medium length paragraph for each of the three parts ((1/3 summary, 1/3 reaction, and 1/3 reflection, A4 paper) – that is, one full page (at least) that includes all three parts, plus any questions you may have. One quoted source (minimum) is required for each entry. You're more than welcome, even encouraged, to write more than this. See below for formatting.

### Where should I write them?

You can either buy a small notebook and write your entries in it, or simply type them. (typing is preferred)

### How many should I write?

The minimum number of entries for this semester is four, but you can make as many entries as you want.

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

See the first page of the syllabus for due dates. These journals 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 - ER) in the top right-hand corner. Watch the spacing in the journal response – please use Times New Roman (12-point) font, 2.0 spacing.
- 2) Under your name, type the date and number each entry in the top right-hand corner (e.g. 03/2017 – #1), single-spaced.
- 3) Label all files and folders as: 'student#\_RJ1' (Example: '201812345\_RJ1\_gse') 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 ([proftodd108@gmail.com](mailto:proftodd108@gmail.com)). Insert "student#\_RJ1\_gse" into the subject bar. [25pts]

### How will I be evaluated?

You must make the minimum number of entries assigned. I will also note the overall effort (~~and sources~~) you make to write in your journal, as well as the thought you put into writing each entry.

Points will be deducted for: 1) assignments less than the desired length and, 2) less than the desired content response. Give examples and explain your thinking clearly, providing reasons for your thinking, etc. Remember to put some effort into this assignment; you'll get better with each journal that you complete. 😊

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

## Internship?

If you have an internship this term, please contact me. With the pandemic, this was not an issue for AY2020; however, things change. Be sure to get in touch with me about the dates of the internship.