COURSE SYLLABUS

Course Content and Objectives

What is reading? What is second language reading? How can reading theory be utilized in developing effective second language reading lessons? These questions are at the core of the topics and activities that will be covered in this course.

Specifically, the class aims to introduce future language teachers to the complexity of cognitive, linguistic, and socio-cultural factors that contribute to L2 reading ability. By understanding the processes that occur in the human brain during reading, teachers will be able to plan and develop reading lessons that will stimulate the reader’s active engagement in the reading process.

The ultimate goal of the class is to prepare teachers to apply relevant reading theories into their teaching practices through selecting and/or developing reading activities which parallel the natural processes associated with reading as a psycholinguistic faculty.

More specifically, this course aims to:

- provide an overview of pedagogically-relevant theories about L1 and L2 reading.
- help future teachers become critical consumers of existing (textbook or multimedia) second language reading materials.
- train future teachers to develop reading lessons and materials that effectively apply pedagogically-relevant theories and principles of L2 reading.
- provide opportunities for sharing and peer evaluation of reading materials.
Instructor’s Responsibilities

In teaching this class, I use a variety of teaching strategies, such as formal presentations, class discussions, demonstrations of sample activities, team and individual presentations. Overall, the majority of our classes will follow a workshop format with active involvement of the students.

Students’ responsibilities

Students’ responsibilities include regular class attendance, participation in class activities, and completion of all assignments on time. Final grades will be determined on the basis of the following components:

1) Mid-term exam 25%
2) Evaluation of L2 reading materials 25%
3) L2 reading lesson (Stage One) 10%
4) Completed L2 Reading Lesson (Stage Two) 30%
5) Presentation of L2 reading lesson 10%

Final grade assignment policy:
100% A+; 90-99% A; 80-89% B; 70-79% C

1) Mid-term exam
A take-home exam which will involve application of L2 reading theory and principles into practice-based questions and tasks. The assigned readings and class discussions during the first 4-5 weeks of the class are meant to prepare students for the exam.

2) Evaluation of L2 reading materials
This assignment involves a critical evaluation of a chapter from a current ESL reading textbook. Since we need to cover some theoretical concepts and issues before we can discuss this project, detailed guidelines will be given at the appropriate time of the semester.

3) Creating a L2 reading lesson
This is the most important assignment for the class since it requires a critical and creative interpretation and application of L2 reading theory in creating a L2 reading lesson for a group of L2 learners of your choice. This assignment will be done in two stages.

STAGE ONE

a) Identify the learner group and educational context for which you will design your reading unit. Think about the following factors: learners’ age/grade level; proficiency level; type of course, such as academic, general English, business English, etc.

b) Choose a topic for your Reading lesson. For example: Online Social Networks.

c) Find an appropriate text on this topic in view of your learner group. The text can be an academic or specialized text, such as business English, a news article, a short story, a
poem, a mystery, etc. The text content, length, and difficulty level should match the learners’ profile. You will also be asked to calculate and include readability statistics.

d) Create pre-reading activities: a) vocabulary building and b) prediction

STAGE TWO

e) Make revisions to the texts and pre-reading activities as recommended by your instructor.

f) Complete each of the two lessons by adding an appropriate during reading and an after reading section.

g) Put together your Reading Materials including the following components:
   ✓ Introduction
   ✓ Table of Contents
   ✓ Lesson 1
      o Pre-reading Activities
      o Text
      o During Reading Activities
      o After Reading Activities
   ✓ Answer Key Lesson 1
   ✓ Bibliography

4) Presentation
   During the last two classes of the semester, each student will present their reading lesson to the whole class. Specific guidelines and directions will be provided in the second half of the semester.
1) **Required Book**


2) **Required readings from the following books.**

   Note: The texts will be scanned and provided as an electronic copy.


3) **Recommended books for further reading**


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<thead>
<tr>
<th>Date</th>
<th>Topic and readings</th>
<th>Due dates</th>
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<tbody>
<tr>
<td>Jan. 20th</td>
<td>Introductions, Syllabus, What is L2 reading? The place of L2 reading in L2 teaching methodology: Review (summary handout)</td>
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<tr>
<td>Jan. 27th</td>
<td>Theoretical models of reading: Bottom-up, Top-down and Interactive models.</td>
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<td><strong>Required Readings:</strong> Chapter 2 in Hudson, T. (H)</td>
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<tr>
<td>Feb. 3rd</td>
<td>Interactive models and their application to teaching L2 reading.</td>
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<td><strong>Required Readings:</strong> Chapters 15 and 16 in Carrel, P. L., Devine, J., &amp; Eskey, D. E (CDE)</td>
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<td>Feb. 10th</td>
<td>Schema theory and the reading process: Content schema and formal schema</td>
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<td><strong>Required Readings:</strong> Chapter 5 in CDE Chapters 6 and 7 in H.</td>
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<td>Feb. 17th</td>
<td>Reading in a second language</td>
<td>Mid-term exam will be given</td>
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<td><strong>Required Readings:</strong> Chapter 2 in Aebersold and Field (AF) Chapter 3 in H.</td>
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<td>Feb. 24th</td>
<td>Selecting reading texts: Readability statistics</td>
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<td><strong>Required Readings:</strong> Chapter 4 in V&amp;W Handout</td>
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<td>March 2nd</td>
<td>Developing reading lessons and materials: The pre-reading stage</td>
<td>Mid-term exam is due Directions for Part One of Reading Lesson will be given</td>
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<td><strong>Required Readings</strong> Chapters 4 and 10 in AF Chapter 6 in Vacca &amp;Vacca (V&amp;V)</td>
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<td>March 9th</td>
<td>Developing reading lessons and materials: The during reading stage.</td>
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<td><strong>Required Readings</strong> Chapters 5 and 10 in AF Chapter 7 in V &amp;V</td>
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<td>Date</td>
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<td>Notes</td>
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<td>March 23rd</td>
<td>The during reading stage: <strong>multiple choice, true-false, matching items and open-ended questions</strong></td>
<td>Required Readings: Chapters 6 and 10 in AF</td>
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<td>• Part One of Reading Lesson is due</td>
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<td>March 30th</td>
<td>Developing reading lessons and materials: <strong>The after reading stage</strong></td>
<td><strong>Guest presentation</strong></td>
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<td>• Critical Evaluation of L2 reading unit will be given</td>
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<td>April 6th</td>
<td>The role of vocabulary knowledge in L2 reading</td>
<td><strong>Required Readings</strong></td>
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<td>Chapter 7 in AF</td>
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<td>Chapter 5 in V&amp;V</td>
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<td>• Evaluation of L2 reading unit is due</td>
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<td>April 13th</td>
<td>Assessing L2 reading</td>
<td><strong>Required Readings</strong></td>
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<td>Chapter 4 in V&amp;V</td>
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<td>Chapter 9 in AF</td>
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<td>April 20th</td>
<td>Reading skills and strategies</td>
<td><strong>Required Readings:</strong></td>
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<td>Chapter 4 in H.</td>
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<td>April 27th</td>
<td><strong>Student presentations</strong></td>
<td>• Completed Reading Lesson <strong>first due date</strong></td>
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<td>May 4th</td>
<td><strong>Student presentations</strong></td>
<td>• Completed Reading Lesson <strong>last due date</strong></td>
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<td>May 9th</td>
<td>Monday of Finals Week</td>
<td>• Completed Reading Lesson <strong>last due date</strong></td>
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