

**Teaching Reading**  
**Spring 2016**

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**Office Hours:** Monday and Wednesday 5:15pm-6:15pm. 9:00pm-9:30pm. (Other meeting times can be arranged by appointment).

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**Course Description:** This course aims to develop teachers' abilities to teach reading. With this aim, the course first explores different theoretical perspectives underlying second language reading, before introducing various instructional reading interventions. In addition to exposure to numerous exemplary reading practices, students will have many opportunities to try out specific teaching techniques.

**Objectives of course:** At the end of this course, students will be able to:

1. Discuss major theories and models of reading
2. Plan and implement activities to develop reading fluency
3. Plan and implement activities to develop awareness of text structures
4. Plan and implement activities to develop strategic competence

**Texts:** Hudson, T. (2007). *Teaching second language reading*. Oxford University Press.

Krashen, S. D. (2004). *The Power of Reading: Insights from the Research (2<sup>nd</sup> Ed)*, Heinemann.

Other material will be distributed in a course reading packet.

| <b>Date</b> | <b>Week</b> | <b>Focus</b>  | <b>Homework Due</b> |
|-------------|-------------|---|---------------------|
| March 7     | 1           | Course Introduction   |                     |
| March 14    | 2           | Hudson (2007) Ch. 1, Issues in reading;<br>Ch. 2, Theories and models of reading;<br><b>McNeil (2012)</b> | Reader response     |

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|----------|----|--|---|
| March 21 | 3  | Hudson (2007) Ch. 4, Reading skills;<br>Ch. 5, Strategies and metacognitive skills   | Reader response                                   |
| March 28 | 4  | <b>Saenz et al. (2005), Peer-Assisted Learning Strategies</b><br><b>Graesser (2007)</b> - Introduction to strategic reading  | Reader response                                   |
| April 4  | 5  | <b>Palincsar &amp; Brown (1984)</b> , Reciprocal Teaching<br><b>RT Planning</b>  | Reader response                                   |
| April 11 | 6  | <b>Beck &amp; McKeown (2001)</b> , Questioning the Author (QTA)<br><b>QTA Planning</b>                                       | Reader response;<br>Strategies Micro Teach 1 (RT) |
| April 18 | 7  | <b>Zhang (2007)</b><br><b>Dong et al. (2013)</b>   | Reader response<br>Strategies Micro Teach 2 (QTA) |
| April 25 | 8  | Midterm  |   |
| May 2    | 9  | Reading teachers in action   |   |
| May 9    | 10 | Hudson (2007) Ch. 7, Formal schema and L2 reading<br>Hudson (2007) Ch. 6, Content schema and background knowledge            | Reader response                                   |
| May 16   | 11 | Hudson (2007) Ch. 9, Vocabulary in L2 reading<br><b>Klingner &amp; Vaughn (2000)</b> , Collaborative Strategic Reading (CSR) | Reader response                                   |

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|---------|--------|--|--|
| May 23  | 1<br>2 | <b>Fuchs et al. (2001); Kabilan &amp; Kamaruddin (2010)</b><br><br><b>Grabe (2010)</b>   | Reader response;<br><br>Vocabulary Micro Teach |
| May 30  | 1<br>3 | Krashen (2004), Ch. 1  | Reader response;<br><br>Fluency Micro Teach    |
| June 6  | 1<br>4 | Krashen (2004), Chs. 2 & 3   | Reader response                                |
| June 13 | 1<br>5 | Hudson (2007) Ch. 2, Second and foreign language reading;<br><br>Ch. 11, Wrap up of L2 reading issues<br><br>Final presentations | Reader response                                |

**Reader response (12 points)**- Reader Response assignments are due nearly every week. For these weeks, you will read and review, at minimum, two articles. The reader response for each article includes four components:

- Stating 3-4 questions before reading the article. Questions can be a combination of curiosities based upon your own experiences and questions arising after reading the abstract or introduction of the article. Write the 3-4 questions, and for each question write a sentence describing why you have this question. Approximately 1 paragraph.
- Answering your questions. Describe how the article provided, or did not provide, information to answer your questions. Support each answer with evidence (e.g., quotes, numbers) from the reading. Properly cite the support using APA. Approximately 1 paragraph per question/answer.
- Noting other interesting findings. What other facts or ideas did you find from the reading? Write these and state why are interesting/important. Approximately 1 paragraph.
- Asking clarification questions. What ideas confused you, and with what part of the idea are you confused? What terms were difficult? Write 2-3 clarification questions. Approximately 1 paragraph.

Responses for each article will be between 1.5 and 2 pages in length (1.5 spacing, and 2.54cm margins) and are due at the beginning of class on Monday. Note that late assignments are not accepted

**Micro Teach (15 points)**- The micro teach is comprised of two parts. First, you will teach a specific reading strategy/technique (e.g., Questioning the Author; Reciprocal Teaching) to a group of your classmates. As students, your classmates will not be fluent readers. Instead, they will make mistakes, struggle with words, and need support to use the strategy you are teaching. You are encouraged to assign your classmates roles that reflect the students in your real teaching context (e.g., middle school students). See the course schedule above

for due dates. Second, you will write a short reflection paper about your micro teach. Guidelines for this task will be provided.

**Midterm Exam (28 points)**- There will be at least two options for the midterm exam. These include either: a) a short literature review and plan for classroom research; or b) an extensive literature review of a specific reading-related topic.

**Final Exam (30 points)**- The final exam includes a written paper and a presentation. The final extends the assignment chosen for the midterm. Therefore, students will build onto and modify the literature review or research project started at midterm.

**Attendance/Participation (15 points)** - The class is delivered in a student-centered, seminar-style manner. Therefore, you are expected to read and come to class ready to discuss the material. As such, missing class will result in a lower course grade. If a student misses more than **2** classes, the student shall not receive a final grade greater than B+.

**Grading**- 90-100= A; 80-89= B; 70-79= C; 60-69= D; 59 and below= F