

Tamkang University Academic Year 106, 1st Semester Course Syllabus

Course Title	STUDIES IN SECOND LANGUAGE READING	Instructor	JIA-LING YAU
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits

D e p a r t m e n t a l A i m o f E d u c a t i o n

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

D e p a r t m e n t a l c o r e c o m p e t e n c e s

- A. Foster the ability to delve into a specialized knowledge of literature.
- B. Nurture the ability to do original research.
- C. Cultivate professional ethics and social responsibility.
- D. Develop original English teaching and research.
- E. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research.
- F. Cultivate language teaching ethics and social responsibility.

Course Introduction	In this course, we will make critical examinations of the theories and research related to learning to read in a second language in the contexts of both children and adults. Four key perspectives are examined: (1) the nature of reading in general; (2) the connection between first and second language reading; (3) the relationship between the reader, text, and context; (4) the principle of syllabus design and instructional planning. Application of research findings to classroom instruction will be emphasized as well.
----------------------------	--

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying, C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation, P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing, A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	This course examines the field of second/foreign language reading with a special emphasis on curriculum and instruction design.	C6	BDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course examines the field of second/foreign language reading with a special emphasis on curriculum and instruction design.	Lecture, Discussion, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	106/09/18 ~ 106/09/24	Nature of Reading	Ch 1
2	106/09/25 ~ 106/10/01	The building blocks of fluency & Comprehension	Ch 2 & 3
3	106/10/02 ~ 106/10/08	Comprehension Processes	Ch 4
4	106/10/09 ~ 106/10/15	Models of Reading	Ch 5
5	106/10/16 ~ 106/10/22	Reading in Different languages	Ch 6 & 7
6	106/10/23 ~ 106/10/29	The Social Contexts of Reading	Ch 8
7	106/10/30 ~ 106/11/05	Motivation for Reading	Ch 9
8	106/11/06 ~ 106/11/12	Building Main-idea Comprehension	Ch 10
9	106/11/13 ~ 106/11/19	Becoming a Strategic Reader	Ch 11
10	106/11/20 ~ 106/11/26	Building Awareness of Discourse Structure	Ch 12
11	106/11/27 ~ 106/12/03	Vocabulary and Reading Comprehension	Ch 13
12	106/12/04 ~ 106/12/10	Fluency, Rate, and Comprehension	Ch 14

13	106/12/11 ~ 106/12/17	Extensive Reading	Ch 15
14	106/12/18 ~ 106/12/24	Reading Curriculum and Instruction	Ch 16
15	106/12/25 ~ 106/12/31	Diagnosis of reading	Alderson's ch 8
16	107/01/01 ~ 107/01/07	Reading Assessment	Ch 17
17	107/01/08 ~ 107/01/14	Current Topics and Issues in Reading	Ch 18
18	107/01/15 ~ 107/01/21	Final Exam Week	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	Grabe, W. (2009). Reading in a Second Language: Moving from Theory to Practice. Cambridge: Cambridge University Press.		
Reference(s)	Bernhardt, E. B. (2011). Understanding advanced second language reading. New York: Routledge. Alderson, J. C., et. al (2015). The diagnosis of reading in a second or foreign language. New York and London: Routledge.		
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 30.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ Other () : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		