Syllabus    EALC 121: Extensive Reading in Japanese I    Spring 2015

Classroom & Hours:
Classroom: DML110C in East Asian Library (1F Doheny Library)
Hours: M 3:30 – 4:50

Instructor: Yuka Kumagai
Office Hours: T, W 2:00 – 3:00 or by appointment
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Course Description and Objectives:
This course offers students at an elementary level an opportunity to enhance their reading skills utilizing Extensive Reading (a.k.a. Graded Reading) method with the materials strategically collected by USC East Asian Library. Students are guided to read as many pages as possible without using dictionaries while the instructor carefully monitors their reading behavior and gives advice and suggestions to improve their reading skills.

In this course, the emphasis is put on acquiring the skill to enjoy the contents without translation. Gradually shifting to the materials of higher levels, students will find themselves absorbing the contents without translating each word or sentence into English. Combined with other activities such as group discussion, shadowing, writing book reports, students will develop general language competence, knowledge of vocabulary, prediction skills, as well as writing and speaking skills. The main part of the class will be reading lab and student-instructor consultations.

Course Units and registration options:
2 units (repeatable once up to 4 units) Letter credit or Pass/No Pass

Course Materials:
- Level 0 through 2 (or higher depending on each student’s skill) of Japanese Language Extensive Reading Collection
  http://libguides.usc.edu/content.php?pid=38436&sid=1779074
  http://bit.ly/1mPcbaV
- Blackboard
  You are required to check our course Blackboard at <https://blackboard.usc.edu> on a regular basis.

Recommended reading:
“What is Extensive Reading? – Working towards 三国志 one picture book at a time”
http://joechip.net/extensivereading/what-is-extensive-reading/

“Extensive Reading” http://extensivereading.net/

Prerequisite: EALC120: Japanese I or equivalent

Grading Policy:

1. Participation 15%
2. Homework (Reading Log) 20%
3. Read for class 10%
4. Oral book reports (week 5 and week 10) 20%
5. Presentation (week 14) 15%
6. Written book report 10%
7. Individual goal and assessment 10%

Total 100%

1. Participation
You are expected to attend all classes and to be punctual. If you have to be absent from a class for any reason, try to contact the instructor as soon as possible, so that you will not miss any information. If you have to be absent because of a legitimate reason such as illness, you should make a request of (1) extension of homework due and (2) make-up of missed work by providing timely notice and the reason of absence to the instructor. If you are absent from class for two classes consecutively without any information / contact provided to the instructor, it is considered as a sign of withdrawal from the course, and no handouts or information will be saved for such students thereafter.

Your class participation is evaluated every day -- 10 points per session. If you do NOT try to engage in discussion or in reading, it negatively affects your grade. Excessive chit-chatting, using cell-phone, late arrival and leaving early also negatively affect your grade.

If you have to be absent from a class because of a religious observance, you must let the instructor know about it within the first two weeks of the semester.

2. Homework
You keep the record of your reading (Reading Log), and show it to the instructor during every class meeting. The log should be submitted three times during the semester on the date designated in the semester schedule. The log should include:
(1) the title,
(2) the level,
(3) brief comments on each of the books you read in class and also at home.

You are encouraged to keep reading at home by checking out the books from Japanese Extensive Reading collection at East Asian Library. Limit the number of the books to check out up to five at a time in order to share the chances to read with other students.

3. Read for class
Twice during the semester, you will read a book in front of class. First book should be chosen from Level 0 or 1 and the second book should be chosen with the consultation with the instructor.
4. **Oral book reports**
   There are two oral book reports, I (Week 5) and II (Week 10). At each oral book report, you introduce the book(s) you were impressed to class and answer the questions from the classmates. The report should include the title, level, a brief summary of the story and your impression of the book.

5. **Presentation**
   You are giving a presentation in Week 14. Choose one from the following three options as your presentation format:
   a. Pick up one of the picture books without text (or with a few text), tell your own story along with the book.
   b. Make your own story and present it with or without visual aid (pictures, photos, slides, etc.)
   c. Act out story from a book (group presentation)
   QA session will follow your presentation.

6. **Written book report (Final project)**
   The final book report should be typed using Japanese word processor and it should include the title, level, a summary of the story, and your impression of the book. The choice of the book should be discussed with the instructor before you write the report. The report should be sent to the instructor as an attachment to the e-mail message. It is due on the day scheduled for Final Examination: **2:00 p.m., Friday, May 8th.** Late submission will lose 10% each hour after the due time.

7. **Individual goal and assessment**
   Although the major goal of this course is to enjoy extensive reading, each student can set one’s own goal for the semester depending on her/his needs. On Week 4, the students submit their individual goal based on the consultation with the instructor. At the last class, the students assess their achievement toward the goal. The half of the grade will be based on the student’s self-evaluation and the other half will be the instructor’s evaluation.

**Academic Conduct**
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct). Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity [http://equity.usc.edu](http://equity.usc.edu) or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center
for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Your being officially enrolled for the course will be taken as confirmation that you have read and understood this syllabus, and agree to its requirements and other relevant conditions stated therein.