

**USC Dornsife College of Letters, Arts and Sciences**  
**Syllabus EALC 121: Extensive Reading in Japanese I Spring 2024**

**Classroom & Hours:**

Hours: Thursdays 3:00 – 4:40  
 Classroom: DML110C in East Asian Library (1F Doheny Library)  
 unless otherwise noted

**Instructor:** Maki Irie いりえ まき 入江 真紀  
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**Course Description and Objectives:**

This course offers students at an elementary level an opportunity to enhance their reading skills as well as developing the pleasure of reading utilizing Extensive Reading (a.k.a. Graded Reading) method with the materials strategically collected by the Japanese Language Program in collaboration with 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 small group discussion, shadowing, presenting and 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  
 \*Audit is not your option for this course.

**Course Materials:**

- Level 0 through 2 (or higher depending on each student's skills) of Japanese Language Extensive Reading Collection in East Asian Library
- Blackboard  
 You are required to check our course *Blackboard* at <<https://blackboard.usc.edu>> on a regular basis.
- Online Audio/Visual materials in Japanese

**USC Technology Support Links**[Blackboard help for students](#)[Software available to USC Campus](#)**Recommended reading:**

“What is Tadoku?”

<https://tadoku.org/en/1-about>

“What is Extensive Reading? – Liana’s Extensive Reading Journal”

<http://joechip.net/extensivereading/what-is-extensive-reading/>**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 (twice)	20%
5. Presentation	15%
6. Written book report	10%
7. Individual goal and assessment	10%

Total	----- 100 %
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**Grading Criteria:**

94 ~ 100	A	74 ~ 76.9	C
90 ~ 93.9	A-	70 ~ 73.9	C-
87 ~ 89.9	B+	67 ~ 69.9	D+
84 ~ 86.9	B	64 ~ 66.9	D
80 ~ 83.9	B-	60 ~ 63.9	D-
77 ~ 79.9	C+	0 ~ 59.9	F

**Academic Integrity**

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity. (Refer to “Academic Integrity” on page 6 of this syllabus.)

**Policy for the use of AI Generators and translation apps in this course**

Since individual growth and originality are the focal point of this course, AI generators and translation apps are not considered as useful tools; hence the use of such tools are not permitted in this course unless otherwise explained by the student and agreed by the instructor.

## Assessment and course policies:

### 1. Participation

You are expected to attend all classes and to be punctual. If you need 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 need 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.

If you need 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.

**If you miss 40 percent or more of total class time during the semester, which prevents your instructor from assessing your performance during those missed class time, you will automatically receive an F, regardless of your performance in the other categories in the class.**

### 2. Homework

#### Reading Log:

You keep **the record of your reading (= Reading Log)** using a personalized Google form sent to you by the instructor. The log should include:

- (1) title
- (2) level
- (3) brief comments on each of the books you read in class and at home.
- (4) page numbers if you did not finish the whole book

You should also record the books you read outside of class, you used for Shadowing or Listening, or the books you did not finish (put the pages).

You earn two points per week: one point for the book(s) you read during the week and one point for timely recording (From Wednesday to the following Tuesday.)

### 3. Read for class

During the first half of the semester, you will read a book for class (approx. 3 – 5 minutes). The book should be chosen from Level 0 or 1 with the consultation with the instructor. You should practice reading the book you chose **by yourself and with the instructor** so your classmates can understand and enjoy the story.

**4. Oral book reports**

There are two oral book reports. On the day of first Oral Book Report (Week 5), everybody does the report to class. Please introduce the book(s) you were impressed to class and answer the questions from the classmates. The report should include the title, level, a summary of the story and your impression of the book. After the first Report, one or two students will present the report at the beginning of each class. Schedule of the second oral book report will be discussed in class.

**5. Presentation**

You are giving a presentation in Week 14. This is to show how you enjoyed reading books or to show how the class activities stimulated your creativity. You can use the similar story/illustration styles you read, or you can unleash your original ideas. Choose one from the following three options as your presentation format:

- a. Make your own story/song/game/anime, etc. with the theme inspired by the activities of this course and present it with visual aid (pictures, photos, slides, etc.)
- b. Pick up one of the picture books without text (or with few text), tell your own story along with the book.
- c. Act out story from a book

QA session will follow your presentation. Submission of all materials is due on Friday 3:00p.m. of the presentation week.

**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 is due on the day scheduled for Final Examination: **2:00 p.m., Friday, May 5<sup>th</sup>**. 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 on one's own pace, each student should set one's own goal for the semester depending on their needs. By Week 3, the students submit their individual goal plan based on the consultation with the instructor. At the last week class, the students submit the assessment of their achievement toward the goal.

**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.**

USC Japanese program website

<https://dornsife.usc.edu/ealc/japanese-prog/>

**EALC121: Extensive Reading in Japanese I Spring 2024 Semester Schedule**

Week	Date	Class	Submission <b>by the beginning of class</b>
1	1/10	<ul style="list-style-type: none"> <li>➤ Introduction of Extensive Reading</li> <li>➤ Reading pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Student Information Sheet</li> </ul> Google Form: <a href="https://forms.gle/cJknZ2qpymKkTT7A8">https://forms.gle/cJknZ2qpymKkTT7A8</a>
2	1/17	<ul style="list-style-type: none"> <li>➤ Read for Class</li> <li>➤ Listen and Read</li> <li>➤ Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 1 (Google Form): 1/10 – 1/16</li> </ul>
3	1/24	<ul style="list-style-type: none"> <li>➤ Read for Class</li> <li>➤ Individual Goal Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual Goal</b> on Blackboard &gt; Assignment</li> <li>• Reading Log 2: 1/17 - 1/23</li> </ul>
4	1/31	<ul style="list-style-type: none"> <li>➤ Read for Class</li> <li>➤ Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 3: 1/24-1/30</li> </ul>
5	2/7	<ul style="list-style-type: none"> <li>➤ <b>Oral book report I</b></li> </ul>	<ul style="list-style-type: none"> <li>• Script of Book Report (typed, double spaced) from Blackboard &gt; Assignment</li> <li>• Reading Log 4: 1/31-2/6</li> </ul>
6	2/14	<ul style="list-style-type: none"> <li>➤ Read for Class</li> <li>➤ Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 5: 2/7-2/13</li> </ul>
7	2/21	<ul style="list-style-type: none"> <li>➤ Read for Class</li> <li>➤ Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 6: 2/14-2/20</li> </ul>
8	<b>2/28</b> <b>@THH371</b>	<ul style="list-style-type: none"> <li>➤ Read for Class</li> <li>➤ Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 7: 2/21-2/27</li> </ul>
9	3/6	<ul style="list-style-type: none"> <li>➤ Oral book report II</li> <li>➤ Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 8: 2/28-3/5</li> </ul>
	3/13	春休み	
10	3/20	<ul style="list-style-type: none"> <li>➤ Oral book report II</li> <li>➤ Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 9: 3/6-3/19</li> </ul>
11	3/27	<ul style="list-style-type: none"> <li>➤ Oral book report II</li> <li>➤ Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 10: 3/20-3/26</li> </ul>
12	4/3	<ul style="list-style-type: none"> <li>➤ Oral book report II</li> <li>➤ Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 11: 3/24-4/2</li> </ul>
13	4/10	<ul style="list-style-type: none"> <li>➤ Oral book report II</li> <li>➤ Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 12: 4/3-4/9</li> </ul>
14	4/17	<ul style="list-style-type: none"> <li>➤ <b>Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Presentation materials (by 4/19, 3:00)</li> <li>• Reading Log 13: 4/10-4/16</li> </ul>
15	4/24	<ul style="list-style-type: none"> <li>➤ Assessment Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation sheet</li> <li>• Reading Log 14: 4/17-4/23</li> </ul>
<b>Final Written Book Report due - 2:00 p.m. on Fri., May 3<sup>rd</sup></b>			

## Statement on Academic Conduct and Support Systems

### Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.