

**USC Dornsife College of Letters, Arts and Sciences**  
**Syllabus EALC 121: Extensive Reading in Japanese I Spring 2026**

**Classroom & Hours:**

Hours: Wednesdays 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

Office Hours: Tue, 10:00-11:00 p.m., W 1:00-2:00 or by appointment

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**Course Description and Objective:**

This course invites students at the elementary level and above to explore Japanese through extensive reading, emphasizing enjoyment, personal engagement, and creativity. Using a variety of carefully selected materials provided by the Japanese Language Program in collaboration with the USC East Asian Library, students read at their own pace, focusing on overall meaning rather than word-by-word translation. In this course, the emphasis is on developing the skill to enjoy Japanese texts without relying on translation. Gradually moving to higher-level materials, students will find themselves understanding and absorbing content naturally, without translating each word or sentence into English.

Combined with activities such as small-group discussions, shadowing, presentations, creative projects, and writing book reports, students cultivate general language competence, expand vocabulary, strengthen prediction skills, and enhance both writing and speaking abilities. Through in-class reading lab sessions and individual student–instructor consultations, students receive guidance tailored to their progress, develop self-directed learning strategies, and discover the pleasure of reading Japanese independently. Over time, these practices contribute to the gradual improvement of overall Japanese proficiency.

By the end of the course, students will be able to:

- enjoy reading Japanese texts for meaning and personal interest
- engage in self-directed reading and learning strategies
- create responses, reflections, or projects that demonstrate personal interpretation and creativity
- reflect on reading habits, strategies, and progress as developing readers
- improve overall Japanese proficiency over time through sustained engagement

**Course Units and Registration Options:**

2 units (repeatable three times up to 8 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
- Course Brightspace <<https://brightspace.usc.edu>>
- Online Audio/Visual and reading materials in Japanese

**USC Technology Support Links**

[Brightspace 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. 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 %

**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

**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.

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.

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 miss 40 percent or more of total class time during the semester, you will automatically receive an F, regardless of your performance in the class.**

### 2. Assignments

The course emphasizes on individual growth and the pleasure of reading, so the submitted or presented assignments will not be graded by unified standards or rubrics. The timely submission of each assignment will receive the full mark. You are always encouraged to talk to the instructor and classmates about the assignments for any questions or comments.

#### 2-1. 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 the start of class to the start of the following week's class; 3:00 on a Wednesday to 2:59 on the following Wednesday). If you read a book (or books) during the week but recorded it (them) in the following week, you will earn one point only.

## 2-2. 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 are encouraged to practice reading the book you chose by yourself and with the instructor (during Office Hours or by appointment) so your classmates can understand and enjoy the story.

## 2-3. Oral book reports

There are two oral book reports. On the day of Oral Book Report I (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. Oral Book Report II will be presented each week by one or two students at the beginning of class. Schedule of Oral Book Report II will be discussed in class.

## 2-4. 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 (by yourself or with your classmate)

QA session will follow your presentation. Submission of all materials is due on Thursday, April 23<sup>rd</sup>, 3:00p.m.

## 2-5. 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 8<sup>th</sup>**. Late submission will lose **10% each hour** after the due time.

## 2-6. 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 class (Week 15), the students submit the assessment of their achievement toward the goal.

USC Japanese program website <https://dornsife.usc.edu/ealc/japanese-language-program/>

**EALC121: Extensive Reading in Japanese I Spring 2026 Semester Schedule**

Week	Date	Class	Submission <b>by the beginning of class</b>
1	1/14	<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/E56nwRpYR6k58sj79">https://forms.gle/E56nwRpYR6k58sj79</a>
2	1/21	<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): 1/14 – 1/21</li> </ul>
3	1/28	<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> via Brightspace &gt; ASSIGNMENTS</li> <li>• Reading Log 2: 1/21 - 1/28</li> </ul>
4	<b>2/4 @THH371</b>	<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: 1/28 - 2/4</li> </ul>
5	<b>2/11</b>	<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) via Brightspace &gt; ASSIGNMENTS</li> <li>• Reading Log 4: 2/4 - 2/11</li> </ul>
6	2/18	<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: 2/11 - 2/18</li> </ul>
7	2/25	<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: 2/18 - 2/25</li> </ul>
8	3/4	<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: 2/25 - 3/4</li> </ul>
9	3/11	<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: 3/4 - 3/11</li> </ul>
	3/18	は る や す み	
10	3/25	<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: 3/11 - 3/25</li> </ul>
11	4/1	<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: 3/25 - 4/1</li> </ul>
12	4/8	<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: 4/1 - 4/8</li> </ul>
13	4/15	<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: 4/8 - 4/15</li> </ul>
14	<b>4/22</b>	<ul style="list-style-type: none"> <li>➤ <b>Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Presentation materials (by 4/23, 3:00)</li> <li>• Reading Log 13: 4/15 - 4/22</li> </ul>
15	4/29	<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: 4/22 - 4/29</li> </ul>
<b>Final Written Book Report due - 2:00 p.m. on Fri., May 8<sup>th</sup></b>			

**\*Reading Log**

You earn two points per week: one point for the book(s) you read during the week and one point for timely recording (From the start of class to the start of the following week's class; 3:00 on a Wednesday to 2:59 on the following Wednesday). If you read a book (or books) during the week but recorded it (them) in the following week, you will earn one point only.

## Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is contrary to this fundamental mission and includes any act of dishonesty in the submission of academic work (either in draft or final form), as well as cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. Students are expected to uphold the highest standards of academic integrity in all coursework.

This course follows 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. Students 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 academic misconduct will be reported to the Office of Academic Integrity.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university, such as suspension or expulsion.

For more information about academic integrity see the [Student Handbook](#), 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.

**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.**

## Statement on University Academic and Support Systems

### 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).

### Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

**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 consists 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.

[CARE-SC: Confidential Advocacy, Resources, and Education Support Center](#) - (213) 740-9355(WELL) – 24/7/365 on call.

Confidential advocates, prevention educators, and professional counseling teams work to promote a universal culture of consent, as well as prevent and respond to sexual assault, intimate partner violence, stalking, or other relationship harm. Services available to all USC students at no cost.

[Office of Civil Rights Compliance](#) - (213) 740-5086

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

[USC Report & Response](#) - (213) 740-2500

The USC Report & Response website is the university's central reporting portal for concerns arising in the academic space or workplace. All concerns will be assessed and referred to the appropriate university office for resolution. Any questions about USC Report & Response or reporting, in general, can be referred to the [Office of Professionalism and Ethics](#) at ope@usc.edu.

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

Focuses on student success by assisting students in navigating and resolving complex issues through problem solving, presenting options, and connecting to resources.

[USC Emergency Information](#)

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](#)

For 24 hour emergency assistance or to report a crime: UPC: (213) 740-4321, HSC: (323)-442-1000.  
For 24 hour non-emergency assistance or information: UPC: (213) 740-6000, HSC: 323-442-1200.

[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.