

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

Classroom & Hours:

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

Instructor, Director of the Japanese Language Program: Maki Irie いりえ まき 入江 真紀

Office Hours: Tue 2:00-3:30 p.m., Thu 10:00-11:30 a.m., 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, with an emphasis on 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 and focus on overall meaning rather than word-by-word translation. The course helps students become comfortable enjoying Japanese texts without relying on translation. As they gradually move to higher-level materials, students begin to understand and absorb content more naturally, without translating each word or sentence into English.

Extensive reading is combined with activities such as small-group discussions, shadowing, presentations, creative projects, and written book reports. Through these activities, students develop general language competence, expand their vocabulary, strengthen prediction skills, and communicate their responses to Japanese texts in a variety of ways. Through in-class reading lab sessions and individual student–instructor consultations, students receive guidance tailored to their progress and develop self-directed learning strategies. As they become more comfortable choosing and reading texts on their own, students discover the pleasure of reading Japanese independently. Through sustained reading and related activities, students develop greater familiarity with Japanese and support the continued growth of their overall Japanese proficiency.

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

- select Japanese reading materials appropriate to their interests and proficiency levels;
- apply extensive-reading strategies to comprehend Japanese texts without relying on word-by-word translation;
- communicate their responses to Japanese texts through discussions and oral presentations;
- create an original project based on a Japanese text they have read;
- evaluate their reading habits, strategies, and progress through self-assessment.

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/l-about>

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

<http://joechip.net/extensivereading/what-is-extensive-reading/>

Prerequisite: EALC120: Japanese I or equivalent

Learning Community Expectations:

Extensive reading courses bring together students with diverse Japanese language-learning backgrounds and proficiency levels. Students are encouraged to use as much Japanese as they feel comfortable using in class discussions and presentations, while using English as needed to communicate their ideas fully. Everyone is expected to contribute to a respectful and supportive learning environment and to respect each classmate's language choices, reading choices, pace, and ideas.

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

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 miss **two consecutive classes without contacting the instructor**, I will assume that you no longer intend to participate in the course. This policy applies only when the instructor has received no communication from you. If you wish to continue in the course, you must contact the instructor promptly.

Students who anticipate university-approved absences, including **religious observances or student-athlete travel**, must notify the instructor as early as possible.

Your class participation is evaluated every day -- **10 points** per session. Full participation credit is earned by arriving on time, remaining for the entire class session, and actively engaging in the day's reading and class activities. Participation credit will be reduced for late arrival, early departure, or insufficient participation in class activities.

Because the learning objectives of this course cannot be achieved without regular attendance and participation in in-class reading and interactive activities, **students who miss 40% or more of the class meetings will receive an F.**

2. Assignments

The course emphasizes individual growth and the pleasure of reading, so assignments will not be evaluated using a single standard or rubric because students in this course have different levels of Japanese proficiency. Full credit will be given for each assignment that is completed according to the instructions and submitted on time. The expected length and language complexity of assignments will vary according to each student's Japanese proficiency level. 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, and (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.

Students are expected to read at their own pace. To receive credit for the weekly Reading Log, students need to record at least one book they read that week. The Reading Log is intended to help students reflect on their reading, not to measure how much they read.

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 in 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 will give a presentation in Week 13. 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 little text), tell your own story along with the book.
- c. Act out a story from a book (by yourself or with your classmate)

A Q&A session will follow your presentation. Submission of all materials is due on Thursday, November 19th, 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., Monday, December 14th**. 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 at one's own pace, each student should set their 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 Fall 2026 Semester Schedule

Week	Date	Class	Submission by the beginning of class
1	8/26	➤ Introduction of Extensive Reading ➤ Reading pictures	• Student Information Sheet Google Form: https://forms.gle/PwNfUmguLLRq7sSY7
2	9/2	➤ Read for Class ➤ Listen and Read ➤ Shadowing	• Reading Log 1 (Google Form): 8/26 – 9/2
3	9/9	➤ Read for Class ➤ Individual Goal Consultation	• Individual Goal via Brightspace > ASSIGNMENTS • Reading Log 2: 9/2 – 9/9
4	9/16	➤ Read for Class ➤ Book Talk	• Reading Log 3: 9/9 – 9/16
5	9/23	➤ Oral book report I	• Script of Book Report (typed, double spaced) via Brightspace > ASSIGNMENTS • Reading Log 4: 9/16 - 9/23
6	9/30	➤ Read for Class ➤ Shadowing	• Reading Log 5: 9/23 - 9/30
7	10/7	➤ Read for Class ➤ Book Talk	• Reading Log 6: 9/30 - 10/7
8	10/14	➤ Oral book report II ➤ Shadowing	• Reading Log 7: 10/7 – 10/14
9	10/21	➤ Oral book report II ➤ Book Talk	• Reading Log 8: 10/14 - 10/21
10	10/28	➤ Oral book report II ➤ Shadowing	• Reading Log 9: 10/21 - 10/28
11	11/4	➤ Oral book report II ➤ Book Talk	• Reading Log 10: 10/28 - 11/4
12	11/11	Veterans Day (No class)	
13	11/18	➤ Presentation	• Presentation materials (by 11/19, 3:00) • Reading Log 11: 11/4 - 11/18
14	11/25	Thanksgiving (No class)	
15	12/2	➤ Assessment Consultation	• Self-evaluation sheet • Reading Log 12: 11/18 - 12/2
Final Written Book Report due - 2:00 p.m. on Monday, December 14th			

***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.

Policy for the Use of AI Generators and Translation Apps:

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 is not permitted in this course unless the instructor has given prior permission for a specific assignment or purpose.

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.

Instructors determine whether and how generative AI tools (such as ChatGPT, Copilot, Claude, Gemini, and similar applications) and other external resources (such as English-language translation tools) may be used in this course. Expectations may vary from assignment to assignment. This includes AI tools that record, transcribe, or summarize class sessions, which may require express instructor permission. Review the AI use guidance provided below carefully, and direct any questions to your instructor before submitting work.

Students seeking general guidance may consult the following resources:

- [USC Student Handbook](#)
- [Generative AI General Policy](#)
- [Practical Tips for Using AI in Academic Work](#)
- [Office of Academic Integrity](#)

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. You may contact OSAS at (213) 740-0776 or via email at 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, and prevent and respond to gender- and power-based 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 Campus Support and Intervention](#) - (213) 740-0411, uscsupport@usc.edu

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

[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

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

[The Office of Sustainability](#) promotes numerous ways for all Trojans to study, work, and live sustainably at USC. Students can access tools, resources, and opportunities on their website and in the Sustainability Hub in the Student Union Building, Suite 101.

[USC Report & Response](#) provides a front door to reporting concerns, including an ability to report anonymously, which violate university policies or go against our Unifying Values and helps connect you with the support you need. The website provides a list of confidential resources, supporting offices, and policies that are available to our university community. The [Resources page](#) includes information regarding the university's response in the event of immigration enforcement activity on campus or involving a student or employee. Additional questions may be directed to the Office of Professionalism and Ethics (OPE) and ope@usc.edu or in reviewing the [Office of Professionalism and Ethics](#) website.