

**Classroom Format:** Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

## Specialized Practicum and Classroom Observation: Reading and Writing Fall 2016 Syllabus

**Instructor:** Dr. Gordon Myskow

**Email:** [gordon@keio.jp](mailto:gordon@keio.jp)

### Course description

This is a practical course focusing on key areas of second language reading and writing instruction. Topics include reading and writing task design, language focused instruction, fluency, assessment and feedback. A central focus will be on developing pedagogical tasks that are grounded in theory and that meet the needs and abilities of learners as well as institutional and ministerial guidelines. Student-teachers will have opportunities to apply what they learn by taking part in online and in-class discussions, developing lesson plans, and taking part in microteachings.

### Required textbook

Nation, I.S.P (2009). *Teaching ESL/EFL Reading and Writing*. Routledge. ISBN 976-0-425-98968-8

### Course Schedule\*

Session	Date	Topic	Assigned Readings**
<b>1</b>	<b>10/16</b> (Sat.15:00-20:00)	Course Overview; Principles of Reading and Writing Instruction	● Chap. 1: Learning to Read in Another Language
<b>2</b>	<b>11/6</b> (Sat.15:00-20:00)	Reading and Writing Task Design	● Chap. 4: Extensive Reading ● Chap. 7: Helping Learners write
<b>3</b>	<b>12/4</b> (Sun.10:00-17:30)	Language-focused instruction for reading and writing	● Chap. 3: Intensive Reading ● Chap. 9: Topic Types
<b>4</b>	<b>1/15</b> (Sun.10:00-17:30)	Reading and Writing Fluency	● Chap. 5: Reading faster ● Chap. 8: The Writing Process
<b>5</b>	<b>2/12</b> (Sat. 15:00-20:00)	Assessing reading and responding to written work	● Chap. 6: Assessing reading ● Chap. 10: Responding to written work

*\*Online work equivalent to 4 hours will be provided. Prerequisite: Integrated Skills Practicum & Classroom Observation*

*\*\*All reading assignments are from the required course textbook (Nation, 2009).*

## **Student Learning Outcomes**

In this course, student-teachers will

- Employ pedagogical frameworks to explain the purpose and rationale of classroom activities.
- Design lesson plans that incorporate the principles of reading and writing instruction presented in the course.
- Develop classroom activities (microteachings) and demonstrate them to other class members.
- Evaluate pedagogical materials to determine their effectiveness and suitability for learners.

## **Assignments and Assessment**

**Microteachings and Mini-assignments (25%):** There will be some short assignments throughout the course. These will include microteachings as well as short writing tasks, and mini-presentations on the contents of the readings.

**Online Discussion (15%):** Students will take part in an online forum between classes to discuss readings and other related topics.

**Syllabus Specification Document (40%):** The purpose of this assignment is to apply the principles of reading and writing instruction presented in the course to a real (or if necessary an imagined) educational context. The document will include all of the following: 1) a description of the learning context 2) information about the course and its goals 3) a detailed lesson plan, 4) a rationale for the lesson 5) Sample materials 6) a description of potential challenges implementing the lesson and a plan for how you intend to overcome them.

**Participation (20%):** Active participation in class discussions and activities is essential.

## **Instructor Bio**

Dr. Gordon Myskow (PhD, University of Birmingham, UK) is Assistant Visiting Professor at Keio University, Department of Law and Politics. He has worked as a language teacher in Japan for 15 years, teaching courses at both the secondary school and university levels. His publications include books and articles on second language writing and language-focused instruction. He was an adjunct professor at Teachers College, Columbia University and has taught teacher education courses and seminars in Japan for nearly a decade. His recent research is in functional grammar and content-based courses on world history. He is an advisor to the United Nations Test of English (UNATE).