

Specialized Practicum and Classroom Observation: Reading and Writing Spring 2019 Syllabus

Instructor: Dr. Gordon Myskow
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Course description

This is a practical course for exploring issues in the teaching and learning of reading and writing. There are three principle goals of the course. **The first goal** is to gain familiarity with key principles and practices of reading and writing instruction. Topics to be covered in the reading component of the course include intensive and extensive reading, vocabulary, skills, fluency, and assessment. The writing component will overview major approaches to writing instruction (product, process and genre), explore options for feedback (direct, indirect and peer feedback) and rubric design (holistic, analytic and trait-based). **The second goal** of the course is to develop a deeper awareness of our own reading and writing teaching practices. In-class and online discussions will offer opportunities to relate the concepts discussed in our course to our own teaching practices. **The third and most important goal** of this practicum course is to apply what we learn in this course to develop materials and lesson plans for our own courses.

Course Schedule*

| Session | Date | Topic | Assigned Readings** |
|---------|------|--|---|
| 1 | 4/21 | Course Overview; Principles of Second Language Reading | ● Nation (2009) Chap. 3: <i>Intensive Reading</i> |
| 2 | 5/26 | Principles of Second Language Writing | ● Nation (2009) Chap. 8: <i>The Writing Process</i> ● Myskow (2019) Chap. 7: <i>'Mandatory Sentencing...'</i> |
| 3 | 6/9 | Developing Reading & Writing Fluency | ● Nation (2009) Chap. 5: <i>Reading faster</i> ● Myskow (in press): <i>Three Interactive Activities for Developing Reading Fluency</i> |
| 4 | 6/23 | Extensive Reading and Assessment | ● Nation (2009) Chap. 4: <i>Extensive Reading</i> ● Nation (2009) Chap. 6: <i>Assessing Reading</i> |
| 5 | 7/14 | Assessing Writing & Providing Feedback | ● Nation (2009) Chap. 10: <i>Responding to written work</i> |

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

**Reading assignments are from the required course textbook (Nation, 2009). Other reading assignments (Myskow, 2019; in press) will be provided on the first day of class.

Pre-course Reading

Chapter 3 from the required textbook (Nation, 2009).

Required textbook

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

The following required readings will be provided by the instructor.

Myskow, G. (in press). Three Interactive Alternatives for Developing Reading Fluency. *English Teaching Forum*.

Myskow, G. (2019). Mandatory 'sentencing': Breaking loose in the Japanese university writing classroom. In P. Wadden & C. Hale (Eds.), *Teaching English at Japanese Universities: a new handbook* (64-74). New York: Routledge.

Assignments and Assessment

- Collaboration (20%)
- Online Discussion (25%)
- Lesson Plan & Materials Assignment (35%)
- Annotated Bibliography (20%)

Instructor Bio

Gordon Myskow (PhD) is Visiting Assistant Professor at Keio University, Department of Law and Politics. He has taught courses at the secondary school and university levels in Japan since 2000 and teacher education courses for over a decade. His current research interests are in CLIL, second language writing and functional linguistics. His work has appeared in *Journal of English for Academic Purposes*, *Journal of Second Language Writing*, *Linguistics and Education*, *ELT Journal*, *Writing & Pedagogy*, *Functions of Language* and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).