

English Reading and Writing Instruction: Fall 2023

Instructor: Chiou-hui Joyce Chou

Classroom: 9512 Meeting time: Tuesday 10:10-12:00

E-mail: chou@mx.nthu.edu.tw Office hours: 13:30-15:30, Tuesday

Office: 9606 Phone: 5715131 ext 76717

Textbooks

Judi Moreillon (2007). *Collaborative strategies for teaching reading comprehension: Maximizing your impact*. American Library Association. (In NTHU library: A digital version)

Hard Copy: Call number (索書號): LB1050.45 .M667 2007 (Nanda Campus Library)

ISBN: 978-0838909294

Reference books

Simple Reading Activities by Charles Hadfield, Jill Hadfield (2000). Oxford University Press.

ISBN: 0194421732. (recommended, not required)

Simple Writing Activities by Charles Hadfield, Jill Hadfield (2000). Oxford University Press.

ISBN: 0194421708. (recommended, not required)

Course requirement

This course is designed to introduce basic reading and writing approaches to teaching elementary and secondary English learners. Participants will get to know about English reading and writing approaches. Participants will take part in the teaching activities to facilitate children and young-adults to learn English and to apply practical techniques to engage learners in learning English. This course requires participants to take part in classroom activities and demonstration. Also, opportunities for participants to practice teaching skills will be provided.

Mid exam: (a) Practice teaching a unit (assigned by the instructor) from a social studies textbook. Design a lesson plan, focusing on reading strategies and reading-writing-connection. Instruct the topic and then guide the class to do one of the activities within 6 minutes. (b) A written comprehension test based on the textbook materials and activities discussed before midterm.

Final exam: (a) Go to an elementary school to practice teaching assigned by the instructor (designing lessons and materials). (b) Report on your teaching (your teaching experience and students' learning results as well as observations of peers' instruction). Give a poster presentation.

Course description

In this course, participants are required to take part in course discussion, conduct classroom observations, and practice teaching in elementary schools. Literacy and reading strategies will be introduced. The goal of the course is to connect the university coursework to the real classroom teaching to prepare quality English teachers in Taiwan.

(本課程第一階段在大學課堂進行時包含理論講述、閱讀文本討論、閱讀及寫作活動設計、英文閱讀教材(台灣社會)編寫製作；本課程的第二階段為大學課堂中的實作課程，需產出教案、教學活動。到國小班級實地教學 1-2 次(適修課人數調整)。每位大學生都能製作出至少 1 份教學的教材和活動與大家分享。)

Assessment

- Classroom participation and assignments (20%)
- For the midterm test: Participants are required to take part in a written test in class, demonstrating your material design competence and reading comprehension strategies (10%).
- Midterm teaching practice (10%)
- Elementary teaching practice: Designed lessons and materials (10%.)
- Elementary classroom teaching practice and writing reflections (20%: Each: 10%)
- Classroom observation and writing notes (10%)
- Final presentation: Participants will give a poster presentation, sharing teaching results. (10 %)
- Attendance (10%) (One point will be deducted when you miss one hour of the meeting time.)

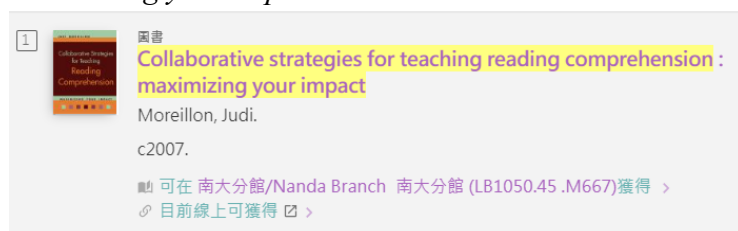
Notes

- No late assignments will be accepted. Please turn in the assignment on the due day.
- This course does not involve AI. (■本課程無涉及AI 使用)

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Type the book title (輸入書名): *Collaborative strategies for teaching reading comprehension: Maximizing your impact*



E-book (電子書)

Schedule

Weeks	Topics
1 09/12	<p>Introduction</p> <p>Chapter 2: Phonological Awareness (Given in Class)</p> <p>Assignment: Read Chapter 2 and do the assignment. (課程及計畫介紹 + 兒童閱讀指導) (作業: Chapter 2: Phonological Awareness)</p>
2 09/19	<p>Chapter 2: Phonological Awareness: Teaching words and designing sound activities</p> <p>Assignment 1: Read different versions of Cinderella stories and write a summary of one Cinderella story.) (介紹英語語音、音韻覺察、識讀+英語單字及語音的活動設計) (作業 1A: 設計腳本用英語授課語音教學活動) (作業 1B: 拿一本教師提供的故事書版本回家預習並書寫大意)</p> <div data-bbox="295 734 890 918">  </div> <p>4 個版本的故事</p>
3 09/26	<p>Chapter 3: Reading Comprehension Strategy One: Activating or Building Background Knowledge</p> <p>Discussing Cinderella stories → Presenting Cinderella stories on a Venn Diagram</p> <p>Assignment 2: Write a legend (10-15 sentences). (探索各國故事的教材並學習比較文化特色 + 配合教科書第三章的延伸活動: 閱讀及討論各國灰姑娘的英文故事 → 運用 Venn Diagram 做的比較) (作業 2: 自行搜尋一個人文故事並書寫適合兒童閱讀的英文文本)</p>
4 10/03	<p>Chapter 4: Reading Comprehension Strategy Two: Using Sensory Images</p> <p>(設計體驗和五感應用課程 → 試吃美食、英文寫作及製作文宣)</p> <p>作業 3: 家鄉或特產文字介紹 (Assignment 3: Bringing in your hometown specialties and sharing with the class. Write a short passage to introduce it/them.)</p>
5 10/10	No Class: Holiday
6 10/17	<p>Chapter 6: Reading Comprehension Strategy Four: Making Predictions and Inferences</p> <p>Read <i>My Lucky Day</i> (運用故事探索文本預測及推論)</p>
7 10/24	<p>Presenting your stories and promoting problem-solving (書寫適合兒童閱讀的英文閱讀文本 + 如何問題解決)</p> <p>Chapter 5: Reading Comprehension Strategy Three: Questioning (設計探究性的問題 → 探討)</p>
8 10/31	<p>Chapter 7: Reading Comprehension Strategy Five: Determining Main Ideas</p> <p>Read <i>Little Beauty</i></p> <p>Chapter 9: Reading Comprehension Strategy Seven: Synthesizing (閱讀文本，練習提取重要訊息及整理大意。) (作業 4: 撰寫適合學童朗讀的文本: 10-15 句) Assignment 4: Write a summary: 10-15 sentences.</p>

9 11/07	Microteaching (期中試教)
10 11/14	A written comprehension test (期中筆試:閱讀理解策略的運用、教材製作及教學活動實作練習)
11 11/21	Chapter 8: Reading Comprehension Strategy Six: Using Fix-Up Options Read <i>Miss Rumphius</i> (Assignment 5: Practicing writing stories or biographies) (作業 5: 英文撰寫台灣社會或家鄉人物及重要紀事)
12 11/28	Planning and discussing your teaching practice in the elementary classroom (討論英語學習活動及教材)
13 12/05	Classroom teaching practice and observation I (走進小學及教學活動 I)
14 12/12	Classroom teaching practice and observation II (走進小學及教學活動 II)
15 12/19	Final discussion on teaching experiences and preparing for the final presentation (實作心得分享及活動修正+討論期末海報展製作及作業整理)
16 12/26	Final presentation and sharing (期末海報分享本學期的學習心得及作品)

Key words:

reading research, reading comprehension, reading strategies, reading and writing connection, reading activities, 閱讀理解教學, 閱讀策略, 閱讀研究, 閱讀教學活動, 讀寫教學