

Teaching Reading and Writing (RAW)



Class Handbook

Introduction, Syllabus, & Assessment

Christopher Douloff
International Graduate School of English
christopher@igse.ac.kr

INTRODUCTION

This course is an introduction to teaching the skills of reading and writing to second language learners (from “**elementary**” [A2] to “**upper-intermediate**” [B2] level). You will learn how to apply theory to practice and create effective lessons and teaching materials. By the end of the course, you should be able to design pedagogically sound reading/writing lessons and worksheets for use in private institutes and public schools.

Teaching Reading and Writing (RAW) is divided into two broad sections. In the first half of the semester, you will be introduced to the principles and practices of effective reading instruction—with an emphasis on intensive reading. In the second half, you will be introduced to several approaches to teaching writing: product, process, and genre, with a strong emphasis on the latter. Out-of-class work should be anticipated. Pair and group work will be the norm during class.

Course Aim(s)

RAW has been designed to help students

- analyze, evaluate, and create EFL reading/writing lessons and teaching materials from scratch/with the aid of **AI applications**.

Textbook(s)

Nation, P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge. [PDF available]

Hyland, K. (2003). *Second Language Writing*. Cambridge. [PDF available]

EdTech Resources

1. PC/laptop (for Zoom meetings, word processing, viewing e-documents)
2. Class website: <http://class.igse.ac.kr> (enrolment key: **RAW**)
3. ChatGPT, Microsoft Word

SYLLABUS

FOCUS	UNIT	CONTENT
	—	Teaching Reading and Writing (Preview) Reading: N/A
Teaching Reading	01	Learning to Read Reading: See class website
	02	Language Processes Reading: See class website
	03	Intensive Reading Reading: See class website
	04	Teaching Reading Online / Project: Preparation Reading: N/A
	05	Extensive Reading Reading: See class website
	—	Knowledge Test 1 (Units 1–5) / Project: Preparation Reading: N/A
Apply	—	Project: Reading project submission Reading: N/A
Teaching Writing	06	Approaches to Writing Instruction Reading: See class website
	07	Writing Tasks Reading: See class website
	08	Genre-based Writing Reading: See class website
	09	Teaching Writing Online / Project: Preparation Reading: N/A
	10	Monitoring and Assessing Performance Reading: See class website
	—	Knowledge Test 2 (Units 6–10) / Project: Preparation Reading: N/A
Apply	—	Project: Writing project submission Reading: N/A

Note: Syllabus subject to change (depending on national holidays). See class website for updates.

ASSESSMENT

Due	Weight	Assignment
Continuous	20%	1. Participation
Weeks 7/14	30%	2. Knowledge Tests
Weeks 8/15	50%	3. Project: Reading/Writing Lesson

1. Participation

Grades will be awarded based on the following criteria:

1. Punctuality (e.g., arriving to class on time) —
2. Preparedness (e.g., having homework done before class) —
3. Engagement (e.g., working on activities/group work meaningfully) —

 See the file “**Participation—Grading Criteria**” on the class website.

TOTAL **10**

Submission

Due Date: Continuous

Format: N/A

2. Knowledge Tests

There will be **two** knowledge tests: **Week 7 (Units 1–5)** and **Week 14 (Units 6–10)**.

Part A	Key terms	Provide the correct term for 3–5 definitions (2 points each)
Part B	Knowledge	10 multiple choice items (1 point each)
Part C	Text analysis (optional)	E.g., some coursebook teaching material, a text’s genre/discourse features, a student’s response to a writing prompt (1 point for each correct answer)

TOTAL **20**

Submission

Due Date: Weeks 7/14

Format: Electronic via the class website

3. Project: Reading/Writing Lesson

Work individually (or in groups of 2–3). Plan and design **either** a reading **or** a writing lesson. The project assignment consists of three parts:

Part 1. Rationale

Part 2. Lesson details

Part 3. Lesson material

 See the file “**RAW Project—Reading/Writing Lesson**” on the class website.

Assessment Criteria (represents weighting*)

1. Correctly using terminology that relates to skills and sub-skills *	—
2. Relating task design to language skills practice ***	—
3. Finding, selecting, and referencing information *	—
TOTAL	25

Submission

Due Date: Weeks 8/15

Format: Electronic (**Microsoft Word**) via the class website