



School of Linguistics and Applied Language Studies Course Outline

ALIN 302, Language education for science and technology Trimester 2, 2009 (July 13-November 15)

Trimester dates

Teaching dates: 13 July to 16 October

Study week: 19 to 23 October

1. Course Coordinator: Stuart Webb

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2. Staff: Lecturers and tutors: Stuart Webb and Jean Parkinson

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Jean Parkinson	Office:	VZ 315
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3. Class times and rooms:

There are two lectures and one tutorial each week.

Lectures are on Thursday 10:00-10:50am (MY 101) and Friday 1:10-2:00pm (MY 101).

Course members must attend one tutorial on Wednesday 2.10-3.00pm in VZ 106 or Wednesday 3.10-4.00pm in VZ 106. Tutorials begin in Week 2. Allocation to tutorial groups will be done in Week 1 lectures.

4. Announcements: Undergraduate BEd(TESOL) noticeboard Level 3 Von Zedlitz

5. LALS main office: VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. Course Administrator: Anette Klaassen, Undergraduate administration
Tel: 463 5627, 463-5600

Course Delivery

The course is delivered in two six week modules. Each module consists of twelve lectures, given twice a week together with a weekly tutorial. Students are expected to have completed relevant readings prior to class as well as any required tasks, and to participate in class discussions and group work.

7. Aims:

This course explores ways of helping second or foreign language learners increase their language proficiency while studying content matter subjects like mathematics and science through the medium of English. It also looks at ways of reducing language-related problems in content matter learning.

8. Objectives:

By the end of this course, students should be able to

- (1) decide what language features need special attention,
- (2) plan a range of ways of giving attention to these features,
- (3) design appropriate assessment which takes account of both content matter and language learning, and
- (4) ensure that language issues do not hold back content matter learning.

9. Content:

A vocabulary perspective on EST

FV = Focus on Vocabulary (set text)

Week 1 (July 13-19): Types of vocabulary and levels of vocabulary (*FV* Chs 1 and 3) (Coxhead, 2000; Chung and Nation, 2003)

Week 2 (July 20-26): Investigating words (*FV* Ch2) (see the *Corpus studies* and *Concordances* sections of the set readings)

Week 3 (July 27-August 2): Vocabulary as a barrier to learning (*FV* Ch 1) (Neville-Barton and Barton, 2005)

Week 4 (August 3-August 9): Shared tasks and guided tasks (*FV* Chs 4 and 5) (Nation, 2004; Ellis, 2005)

Week 5 (August 10-August 16): Experience tasks (*FV* Chs 4 and 5) (Langham, 2003; Teemant et al, 1996)

Week 6 (August 17-August 23): Planning and assessing the vocabulary component of a course (*FV* Chs 3 and 7) (Nation, 2000)

A discourse perspective on EST

DP = Set Readings: A Discourse Perspective on EST (set text)

Week 7: Introduction to the course (*DP* Reading 1, Chan & Tan 2006); Register and mode continuum (*DP* Reading 3, Gibbons 2003)

Week 8: How texts construct scientific meaning (*DP* Reading 11, Young & Nguyen 2002)

Week 9: Knowledge framework (*DP* Reading 7, Tang 2001); Levels of questioning (*DP* Reading 4, Gray 1996)

Week 10: Language demands of science discourse (Halliday 1993; Martin 1993)

Week 11: Approaches to scaffolding acquisition of science discourse for L2 learners (*DP* reading 5 Mohan and Beckett 2003; Parkinson Jackson, Kirkwood and Padayachee 2007)

Week 12: Assessing language and content learning (*DP* Reading 6, Short 1993; Mohan 1986)

10. Texts:

Required:

- 1 A set of readings from the students notes centre called *ALIN 302 Language education for Science and technology: Set readings: A Discourse Perspective on EST* (Cost to be advised).
- 2 Paul Nation and Peter Yongqi Gu. (2007) *Focus on Vocabulary* Sydney: NCELTR, Macquarie (\$40.95).

This book is available at Vicbooks. It can also be purchased through Amazon.com or ordered through most mainstream booksellers. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

- 3 A set of readings from the students notes centre called *ALIN 302 Module 1 Set readings* (Cost to be advised).

The two sets of readings can be purchased from Student Notes Shop (www.victoria.ac.nz/home/study/notetexts.aspx), a part of VicBooks (www.vicbooks.co.nz/cms_display.php)

Recommended:

- 1 A text from the student notes centre called *Creating, adapting and using language teaching techniques*.
- 2 Vocabulary Resource Booklet (Available from the student notes centre)

Any other relevant material/equipment:

A concordance program *Antconc* available from <http://www.antlab.sci.waseda.ac.jp/software.html> or ConCAPP 4.0 available from <http://www.edict.com.hk/concordance/>
The RANGE program available from <http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx>

Course members should also be familiar with Range, Vocabprofile and the concordancers on Tom Cobb's website www.lex tutor.ca

11. Assessment:

The course will be assessed by two tasks, one test and an assignment.

Task 1	Due 10.00 am Thursday 6 August 2009	20%	1,200-1,600 words
Task 2	Due 10.00 am Thursday 10 September 2009	20%	1,200-1,600 words
Test	In class on Thursday 08 October 2009	20%	
Assignment	Due 5.00pm Friday 16 October 2009	40%	2,500-3,200 words

N.B. Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration. All assignments should be submitted with one hard copy and an electronic copy sent to alin-302@vuw.ac.nz.

Submitting assignments and tasks

General guidelines

When submitting typed or word-processed assignments:

- Set margins to at least 2.5 cm

- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

Hard copy submissions

- Put a LALS cover-sheet on the assignment, and complete the information requested there
- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

12. Penalties:

The assignment and tasks must be submitted by the due date. Assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment. **ONLY ASSIGNMENTS CARRYING A COVER-SHEET SIGNED BY THE COURSE COORDINATOR HAVE A VALID EXTENSION PERMITTED TO THEM.** Unless you have a valid extension granted for your assignment, the following penalties will apply:

Penalty

For assignments handed in late but less than 7 days after the deadline the maximum grade possible is C+ and no personal comment will be provided

For assignments handed in more than one week after the due date the maximum grade possible is C- and no personal comment will be provided

Be careful to keep within the word limits. Assignments that are excessive in length will be marked down one grade ie. from a B+ to a B, or from a B to a B-.

Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism. See General University Policies. Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

13. Relationship between assessment and course objectives:

The tasks focus on objective 1, deciding what language features need special attention, from a discourse perspective for Task 1 and from a vocabulary perspective for Task 2. The test focuses on important ideas covered in the course relating to objectives 1, 2 and 3 from both a discourse and a vocabulary perspective. The assignment focuses on objective 4 by giving class members a chance to integrate the learning from the whole course and apply this to a text or practical situation to ensure that language issues do not hold back content matter learning.

14. Workload:

In order to make satisfactory progress in this course you should expect to devote, on average, 18 hours a week to it. This includes attendance at lectures and tutorials, preparation for tutorials, background reading and preparation for tasks, test and assignment. Some students will find that they need to do more than this, and students aiming for high grades will almost certainly need to do more.

15. Mandatory Course Requirements (Terms):

There are minimum course requirements which must be satisfied to be assessed for the final grade. In order to meet these requirements, you must hand in the two tasks and the assignment by 5pm on Friday 16 October 2009 and sit the test in class. You must make a satisfactory attempt at

the two tasks and the assignment. 'Satisfactory' means that if the work does not reach a C standard, it must nevertheless reflect the fact that the task/assignment has been taken seriously and that a reasonable amount of effort has been devoted to the topic. You must also get a grade of D or better in the class test.

16. Attendance:

Course members are expected to attend all lecture and tutorial classes.

17. Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

18. GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>