SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MA Programme
LALS 542, Sociocultural Theories of Language Teaching and Learning

TRIMESTER 3 2009
16 November 2009 to 21 February 2010

Trimester dates

Teaching dates: 16 November 2009 to 12 February 2010
Mid-trimester break: 24 December 2009 to 04 January 2010
Examination/Assessment period: 15 to 20 February 2010

Names and contact details

Course co-ordinator: **Dr Elaine Vine**
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Office hours: appointments by arrangement

Class times and locations

Class weeks for this course for both on-campus and distance students are the weeks beginning Monday 16, 23, 30 November, 07, 14 December 2009, and 11, 18, 25 January, 01, 08 February 2010.

Please note that the University closes down at the end of Friday 18 December 2009 and re-opens on Tuesday, 05 January 2010. There will be no university services available during that period, but you will still have access to Blackboard and the library online.

On-campus class meeting time: Monday, 4.10-6.00pm
Room: Murphy building, Room 401

Course delivery

The course is delivered in two modes: on campus and by distance. On-campus students attend one two-hour class per week. Classes are run as seminars. Distance students participate in discussion through the Blackboard Discussion Board. In both modes, students are expected to participate actively in discussions.

Communication of additional information

Additional information about this course and information about any changes will be announced in on-campus classes and posted on the course website in Blackboard.

Course content

This course explores what sociocultural theories of learning contribute to our understanding of the teaching and learning of language in educational contexts. It examines how spoken and written language are used in teaching and learning, and considers implications for class practice.

Week beginning	Course Week #	Topics	Required reading
16 Nov	1	Overview of the course	Mitchell & Myles, 2004 Lantolf, 2000
23 Nov	2	Zone of Proximal Development (ZPD)	Vygotsky, 1978 Poole & Patthey-Chavez, 1994
30 Nov	3	Zone of Proximal Development (ZPD)	Lantolf & Aljaafreh, 1995 Nassaji & Swain, 2000
07 Dec	4	Scaffolding	Wood et al., 1976 Antón & DiCamilla, 1999 Wells, 1999
14 Dec	5	Scaffolding	Barnard, 2002 Carmichael-Wong & Vine, 2004 Ohta, 2005
	no classes		**Assignment 1 due by 5pm, Mon 04 Jan 2010**
11 Jan	6	SCT v SLA	Firth & Wagner, 1997 Firth & Wagner, 2007
18 Jan	7	Activity theory	Coughlan & Duff, 1994 Lantolf & Pavlenko, 2001
25 Jan	8	Activity theory	Lantolf & Genung, 2002 Thorne, 2005
01 Feb	9	Social identity	Hall, 1995 Peirce, 1995
08 Feb	10	Social identity	Block, 2007 Menard-Warwick, 2007
	no classes		**Assignment 2 due by 5pm, Wed 17 Feb 2010**

Learning objectives

By the end of this course you should:
1. have an understanding of the nature and scope of sociocultural theories of learning;
2. have explored some contributions of sociocultural theories of learning to our understanding of how spoken and written language are used in teaching and learning;
3. appreciate implications for classroom practice with respect to some first and/or second language contexts for the teaching and learning of language;
4. be able to examine teaching/learning materials and practices critically in terms of their assumptions about how learning occurs.

Expected workload

Students are expected to devote a total of about 150 hours, spread throughout the trimester, to this course in order to maintain satisfactory progress. The following gives an indication of how that time may be distributed:

For each of the 10 class weeks:
      6 hours required and extended reading and to prepare for class or Blackboard discussion
      2 hours class attendance OR participation in Blackboard discussion

For the assignments (including reading, researching, writing up):
      Assignment 1:   30 hours
      Assignment 2:   40 hours

Group work

There are no formal requirements for group work in this course, but students are encouraged to work together wherever possible, either face-to-face or online as appropriate.

Readings

Essential texts:

There is no set textbook for this course.

The required readings are all journal articles or book chapters. They will be available for class members to download from the course Blackboard site and to either read online or print out.

In preparation for each class week you should read the required readings (see schedule of course content above).

You are expected to participate in a critical discussion of the reading material in class (on-campus class members) or on Blackboard (distance class members). Through your participation in discussion and in activities related to the readings, you will demonstrate your progress towards meeting the course objectives in a broad way, as compared with the in-depth evidence provided by your assignment work.

Recommended Reading:

As a postgraduate student, you should be extending your reading well beyond the required readings. Some reading will be recommended during the course, but much of your extended reading will arise from your own literature searches, particularly for journal articles, and your selection will be guided by your own needs and interests within the framework of the course.

Materials and equipment

None.

Assessment requirements

This course will be examined by in-term assessment. There is no final examination. The final grade will be awarded on the basis of your marks for two assignments, and your contribution in class discussion:

Assignment	Due date	Weighting	Required length
1	5pm Monday 04 January 2010	40%	1500-2000 words
2	5pm Wednesday 17 February 2010	50%	2000-2500 words
Contribution to class discussion		10%	

The required length applies to the 'body' of the assignment (excluding list of references and any appendices). Provide a word count of the assignment 'body' on each assignment. Quotations and in-text references are included in the word count of the 'body'.

Details of the two assignments, including marking criteria, will be provided in a separate handout. The two assignments address course objectives 1-4 (see above), as does the class discussion.

You can earn 10 marks (10% of the course assessment) for contribution to class discussion. You will gain one mark for each course week in which you post on the course Blackboard website at least one timely, relevant and appropriate written response to required readings. Timely means that you post your response on Blackboard before the class meeting for the course week (on-campus class members, from Week 2), or by the end of the course week (distance class members, from Week 1).

Submitting 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

- 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
- If you submit an assignment in hard copy, just one copy is required.

You can submit your assignments:

> either on Blackboard
> or in person to the assignments drop-box outside the School office (VZ 210)
> or by post to School of LALS, Victoria University of Wellington, PO Box 600, Wellington 6140, New Zealand.

If you submit your assignments on Blackboard, please have them in Microsoft Word (.doc) format if possible, so that I can mark them online and return them to you online. If you submit assignments in other formats (e.g. rtf, pdf or WordPerfect), the process of returning them to you will take a day or two longer, as such assignments will be printed out, marked on paper, then scanned for return to you.

To submit an assignment on Blackboard:
- Click the green Assessment button on the left of your screen.
- Scroll down to the relevant assignment folder and click on the link to open the folder.
- Click on the red Assignment link.
- Click on the Browse button, then find and select your Assignment file, click on Open, then click on the Submit button (bottom right of your screen) to submit your assignment.

Please note that Blackboard likes Internet Explorer. If you are using another browser, you may have difficulty submitting an assignment on Blackboard. If you are unable to submit an assignment on Blackboard, you may email it to lals-542@vuw.ac.nz , but please do not use that option unless you absolutely have to.

Your assignment will be returned to you with written feedback after I have provisionally assessed it. It will be returned to you on Blackboard. The School will keep a copy of each assignment for use in external and overall assessment of your MA work.

Penalties

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes. It is important both academically and professionally that you be able to explain your ideas concisely and coherently.

Mandatory course requirements

These are the minimum course requirements which must be satisfied in order to earn the right to be assessed for a final grade. You must submit the two assignments. On-campus class members must attend all classes and contribute to class activities and discussions (or meet the distance requirements for any course week in which they miss class due to unavoidable absence). Distance class members must post on Blackboard a written response to required readings, and at least two responses to classmates' postings for each 'course week'. Please note that to meet this requirement, you must have made all the required postings by the end of the course, but not necessarily within the relevant 'course week'. See 'Assessment requirements' above for marks to be gained by posting responses in a timely fashion, i.e. week by week.

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*

GENERAL UNIVERSITY POLICIES AND STATUTES

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_victoria/avcacademic/Publications.aspx