



**School of Linguistics and Applied Language Studies  
Course Outline**

**ALIN 302, Language education for science and technology  
Trimester 2, 2010  
(July 12-November 13)**

**Trimester dates**

Teaching dates: 12 July 2010 to 15 October 2010  
Mid-trimester break: 23 August to 5 September 2010  
Study week: 18 to 22 October 2010  
Examination/Assessment period: 22 October to 13 November 2010

**Withdrawal dates**

Information on withdrawals and refunds may be found at  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**1. Course Coordinator:**Stuart Webb

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

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**3. Class times and rooms:**

There are two lectures and one tutorial each week.  
Lectures are on Thursday 1:10-2:00pm (AM 106) and Friday 1:10-2:00pm (AM106).  
Course members must attend one tutorial on Wednesday 2.10-3.00pm in KP24 room 202 or Wednesday 3.10-4.00pm in KP24 room 202. Tutorials begin in Week 2. Allocation to tutorial groups will be done in Week 1 and posted on Blackboard.

**4. Announcements:** Undergraduate BEd(TE SOL) noticeboard Level 3 Von Zedlitz

**5. LALS main office:** VZ210, 2<sup>nd</sup> 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.

### **Communication of additional information**

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

### **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.

### **Expected workload:**

In order to make satisfactory progress in this course you should expect to devote, on average, 13 hours a week to it. This includes attendance at lectures and tutorials, preparation for tutorials, background reading and preparation for the test and assignments. 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.

### **9. Content:**

#### **A vocabulary perspective on EST**

*FV* = Focus on Vocabulary (set text)

Week 1 (July 12-18): Types of vocabulary and levels of vocabulary (*FV* Chs 1 and 3) (Coxhead, 2000; Chung and Nation, 2003)

Week 2 (July 19-25): Investigating words (*FV* Ch2 ) (see the *Corpus studies* and *Concordances* sections of the set readings)

Week 3 (July 26-August 1): Vocabulary as a barrier to learning (*FV* Ch 1) (Neville-Barton and Barton, 2005)

Week 4 (August 2-August 8): Shared tasks and guided tasks (*FV* Chs 4 and 5) (Nation, 2004; Ellis, 2005)

Week 5 (August 9-August 15): Experience tasks (*FV* Chs 4 and 5) (Langham, 2003; Teemant et al, 1996)

Week 6 (August 16-August 22): 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: Teaching EST genres (*DP* Reading 1, Honig 2010, *DP* Reading 2 Macken-Horarik 2002);

Week 8: Teaching EST genres (*DP* Reading 3 Unsworth 1997); How texts construct scientific meaning (*DP* Reading 4, Young & Nguyen 2002)

Week 9: How texts construct scientific meaning (*DP* Reading 5 Parkinson and Adendorff 2005; *DP* reading 6 Schleppegrell 2002)

- Week 10: Register and mode continuum (*DP Reading 7*, Gibbons 2003); Language learning in the content-based classroom (*DP Reading 8* Dalton-Puffer 2007)
- Week 11: Language learning in the content-based classroom (*DP Reading 11* Mohan and Beckett 2003); Knowledge framework (*DP reading 9* Mohan and Beckett 2003;)
- Week 12: Knowledge framework (*DP Reading 10*, Tang 2001).

## 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).

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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.

The two sets of readings can be purchased from Student Notes Shop ([www.victoria.ac.nz/home/study/notestexts.aspx](http://www.victoria.ac.nz/home/study/notestexts.aspx)), a part of VicBooks ([www.vicbooks.co.nz/cms\\_display.php](http://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)

### Materials and 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](http://www.lex tutor.ca)

## 11. Assessment:

The course will be assessed by two assignments and one test.

Assignment 1	Due 10:00am Thursday 9 September 2010	40%	2000 words
Test	In class on Thursday 07 October 2010	20%	
Assignment 2	Due 5:00pm Friday 15 October 2010	40%	2000 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](mailto:alin-302@vuw.ac.nz).

## **Submitting assignments**

### 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)
- References should be cited where appropriate using APA guidelines

### 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 assignments 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 B+ 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 which are plagiarised will not receive a grade and cannot be resubmitted.

## **13. Relationship between assessment and course objectives:**

Assignment 1 focuses on objectives 1, 2, and 4 from a vocabulary perspective. 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. Assignment 2 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. 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 assignments by 5pm on Friday 15 October 2010 and sit the test in class. You must make a satisfactory attempt at the two the assignments. 'Satisfactory' means that if the work does not reach a C standard, it must nevertheless reflect the fact that the assignments have 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.

## **15. Attendance:**

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

## 16. Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## 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>

### Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## 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>