

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

M. A. PROGRAMME
LALS 511, Teaching Reading and Writing

TRIMESTER 2 2010
12 July to 13 November 2010

Trimester dates

Teaching dates: 12 July 2010 to 15 October 2010

Mid-trimester break: 23 August to 5 September 2010

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course Coordinator & Lecturer:

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Class times and rooms: Tuesday 4 – 6 p.m., 24KP 203

Course delivery

The course is delivered in two modes: on campus and by distance. On campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

The class meets on the following ten dates:

July 13, 20, 27, August 3, 10, 17 [Break], September 7, 14, 21, 28.

For distance students, the course is available at <http://blackboard.vuw.ac.nz>. When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact scs-help@vuw.ac.nz or phone (04) 463 5050. If you want to use other student computing services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. Useful websites include <http://www.vuw.ac.nz/its> and <http://www.vuw.ac.nz/scs>. If you are an international student the following site could be useful for you <http://www.victoria-international.ac.nz/>.

Distance students are welcome to come to the class if they are in Wellington. Contact John Macalister for details.

Communication of additional information

MA noticeboard Level 2 Von Zedlitz, and via Blackboard.

LALS main office: VZ 210, 2nd floor Von Zedlitz Building, Kelburn Parade

LALS 511 Course Administrator: Rachel Scholes, Postgraduate administration
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Web contact: www.blackboard.vuw.ac.nz

Aims: This course looks at the teaching of reading and writing in a second or foreign language.

Objectives: By the end of the course, course members should be able to discuss some of the important current issues in the teaching and learning of reading and writing, describe important areas for research in these areas, comment critically on research and practice, design the reading and writing components of a language course, teach a reading and writing course, and advise teachers and learners on reading and writing.

Content: The following topics will be covered in the course. The reading for each topic is indicated in brackets. The full references can be found in the table of contents of the set readings. There is a task associated with eight of the topics that needs to be submitted on the due date for assessment. The readings in italics are the two set texts for the course. *TRW* refers to the set text *Teaching ESL/EFL Reading and Writing*.

- 1 **Learning to read in a second language** (13 July)
(*TRW* ch. 1, Field 2002; Grabe 1995; Grabe and Stoller 2002; Smith and Elley 1997; Williams 1986) TASK 1
- 2 **Attention to form, attention to meaning: the example of spelling** (20 July)
(*TRW* ch. 2, *TRW* Appendix 1, Moseley 1994; Stahl, Duffy-Hester and Stahl 1998) TASK 2
- 3 **Intensive reading** (27 July)
(*TRW* ch. 3, Nation, 2004; Murdoch 1986; Palmer 1982; Rasinski & Hoffman 2003) TASK 2
- 4 **Text structure: topic types** (3 August)
(*TRW* ch. 9, Johns and Davies, 1983; Nation, 1993; Franken 1987) TASK 2
- 5 **Extensive reading and book floods** (10 August)
(*TRW* ch. 4, Elley and Mangubhai, 1981; Day and Bamford 2002)
- 6 **Reading fluency** (17 August)
(*TRW* ch. 5, Grabe 2010; Stahl and Kuhn 2002; Rasinski 2000)
- 7 **Assessing reading** (7 September)
(*TRW* ch. 6, Alderson 1996)
- 8 **Guiding writing** (14 September)
(*TRW* ch. 7, *Grabe and Kaplan Chapters 10 & 11*; Wong et al 2002; Cumming 1992; Cotterall and Cohen 2003; Cullen 2008) TASK 3
- 9 **The writing process** (21 September)
(*TRW* ch. 8, *Grabe and Kaplan Chapters 4 & 5*; Casanave 2004; Badger & White 2000) TASK 3
- 10 **Responding to and assessing writing** (28 September)
(*TRW* ch. 10, *Grabe and Kaplan Chapter 13*; Ferris 2004)

Texts: There are two required texts and one recommended text.

Required

Nation, I.S.P. (2009) *Teaching ESL/EFL Reading and Writing*. New York: Routledge/Taylor & Francis.

LALS 511: Teaching Reading and Writing: Selected Readings. This can be bought from student notes for est. \$19-20: Bar code number 075693 (studentnotes@vicbooks.co.nz).

Recommended

Grabe, W. and Kaplan R.B. (1996) *Theory & Practice of Writing* Addison, Wesley Longman, Harlow (cost c. \$85), available from the Victoria Book Centre (enquiries@vicbooks.co.nz).

You will also need access to a graded reader of your choice.

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 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 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.

Assessment: The course will be assessed by an assignment worth 60% of the final grade and three tasks totalling 40% of the final grade. The first and second tasks are each worth 15%, the third task 10% of the final grade.

The assignment is due by Friday 15th October 2010. Assignments are expected to be around 2,500 words.

The tasks are due on the following dates. Each section of a task is expected to be around 300 words or less.

Task 1	23 July
Task 2	06 August
Task 3	01 October

Assignment 15 October

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.

Submitting Assessments

Distance members of the course should submit your assignments through the Blackboard (BB) system. Instructions on how to use the BB assignment tool are on the BB website. As a backup measure only, assignments may be submitted as email attachments to lals-ma@vuw.ac.nz .

On-campus students may submit a hardcopy to the School office, or submit electronically through BB.

Assignment

Review research, theory and practice on an issue affecting the teaching of reading and/or writing and show the practical applications to your teaching situation.

OR

Design a unit of work on reading or writing which is ready to use. Comment on the features of your design. About one-third of the work for your assignment should be your commentary.

OR

Design and carry out a small piece of research focusing on reading or writing. [Please note: If you plan to choose this option, you should discuss your intention with John Macalister as soon as possible. This will allow time to plan and implement the research.]

Tasks

The three tasks total 40% of the final grade. They must be submitted on the assigned dates. This is to allow feedback on the tasks to be distributed soon after the submission of the task. The answers to each task should typically fit within two pages. The tasks are designed to draw on set reading and to get you to apply ideas covered in the course.

Task 1: Module 1 (due 23 July) (15% of the final grade)

- 1 Explain how the technique of *Shared reading* fits into all four strands of a language programme (meaning focused input, meaning focused output, language focused learning, and fluency development). Which strand seems most important to you, and why?
- 2 What problems could you face in using the technique of *Shared reading* with a group of young non-native speaking beginners?
- 3 Choose one of Grabe's (1995) dilemmas and suggest two or three solutions that could apply in the situation you teach in.

Task 2: Modules 2, 3 and 4 (due 6 August) (15% of the final grade)

- 1 Using the list of sound spelling correspondences in Appendix 1 of *Teaching ESL/EFL Reading and Writing*, analyze the relative regularity of these five words - *ask, learning, would, phrases, time*.
- 2 Explain how the different spellings of *bath* and *bathe* reflect the different pronunciations. In addition note which correspondences in Appendix 1 of *TRW* apply.
- 3 Briefly comment on five different kinds of item in the *Limestone* text in the set readings booklet that you could draw attention to in intensive reading. For instance, one kind of item could be some problematic words, another kind of item could be necessary background knowledge. Relate each of these to specific parts of the *Limestone* text. In your commentary say (1) why you have chosen to focus on this item, (2) how you will deal with it, and (3) how you expect focusing on it will have future value for the learners. *TRW* Chapter 3 and Nation (2004) may be useful in answering this question.
- 4 Design a post-reading activity for one of the *School Journal* texts based on the topic type (*TRW* Chapter 9). Briefly explain how the activity will contribute to learners' understanding of the text.

Task 3: Modules 7, 8, and 9 (due 1 October) (10% of the final grade)

- 1 Design a ready-to-use shared or guided writing task (*TRW* Chapter 7) suitable for the level of learner you teach. Briefly comment on the main features of your activity.
- 2 Identify one part of the writing process learners you teach or have taught find difficult and describe three ways you could give feedback to learners to help them improve their skill at dealing with this part.

Penalties: Assignments and tasks must be submitted by the due date. There is no penalty for late submission but permission must be sought and a good reason given.

You are expected to keep within the word limits especially for the tasks. No credit will be given for work beyond the word limits.

Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

Relationship between assessment and course objectives:

The assignment provides an opportunity to evaluate research, plan teaching, and carry out a small scale research project. The tasks assess the practical application of ideas and comprehension of the set texts and set readings.

Workload: LALS 511 is a fifteen point one-trimester paper. Course members should expect to spend about 12 hours per week for ten weeks on all the work for this course including lectures.

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, course members must

complete the 3 tasks

attend all the ten classes (on-campus)

participate each week in each of the ten web-based discussions (distance)

complete the assignment.

Attendance: On-campus course members must attend all ten lectures. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week. Course members studying by distance must make a contribution to each of the ten Discussion Boards in the week of each module.

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