

School of Linguistics and Applied Language Studies Course Outline

LALS 521: Language for Specific Purposes

TRIMESTER 3 2010

15 November 2010 to 19 February 2011

1. Trimester Dates

Teaching dates: 15 November 2010 to 10 February 2011

Mid-trimester break: 22 December 2010 to 5 January 2011

Withdrawal dates – Please refer to information on withdrawals at:

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

2. Names and Contact Details

Course Coordinators:

Dr Alastair Ker

Von Zedlitz (VZ) 310

Tel: 463 5623

Email: alastair.ker@vuw.ac.nz

<http://www.victoria.ac.nz/lals>

Office hours: Tuesday 3-5pm



Dr Jean Parkinson

Von Zedlitz (VZ) 315

Tel: 463 5233 ext 8009

Email: jean.parkinson@vuw.ac.nz

<http://www.victoria.ac.nz/lals>

Office hours: TBA



Postal Address:

School of Linguistics and Applied Language Studies

Victoria University of Wellington

PO Box 600

Wellington 6140, NEW ZEALAND

Teaching Staff:

Alastair Ker (Weeks 2-5 & 10)
Jean Parkinson (Week 1 & 6-9)

3. Class times and rooms: Tuesday 1-3 pm, 24 Kelburn Parade, room 101

The class meets on the following ten dates:

November 16, 23, 30, December 7, 14 [Break], January 11, 18, 25, February 1, 8.

4. Course information and delivery

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-hda@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.victoria.ac.nz/scs/services/services.aspx> and <http://www.victoria.ac.nz/scs/>. If you are an international student, the following site could be useful for you: <http://www.victoria.ac.nz/international/>.

Before you log into Blackboard or make any use of your Victoria University programmes, you will need to change your original password. To do this, please visit: <https://password.student.vuw.ac.nz/psynch/nph-psf.exe?lang=en-us>. Please log in with your user name and your student ID (your student number) as the initial password to change it. You can also find the link to change your password in the top of the box on the left on the Blackboard login page.

Your user ID is printed in the top right section of the Confirmation of Study form that the university sends you. Typically it is the first six letters of your family name followed by the first four letters of your first name. If your name results in a user ID that is the same as someone else's, there will be a number added to the end of your user name. Look on your Confirmation of Study form to check your user name.

Distance students are welcome to come to the class if they are in Wellington. Contact Alastair Ker or Jean Parkinson for details.

Announcements: MA noticeboard, Level 2, Von Zedlitz building

For other additional information, please visit the Blackboard site for this course.

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

6. LALS 521 Course Administrator: Tba, Postgraduate administration
Tel: 463 5600/ 463 5255/ 472 1000 ext 5894
Web contact: www.blackboard.vuw.ac.nz

7. Aims: To study and apply the principles of developing courses for adult learners with specific professional or academic purposes for learning a language, from the initial needs analysis, including an analysis of target communication, through to teaching, assessment and

evaluation. At each stage, the course will draw on universal principles of good course design, while demonstrating how the specific purposes of the learners can be taken account of. The assessment will require the course participants to apply the principles of specific purposes course design to a context of their own choosing.

8. Objectives: By the end of the course, course members should, in the context of developing a language course for learners with specific purposes, be able to:

- 1 ascertain and analyse needs and set realistic objectives
- 2 design and select materials and tasks
- 3 explain how the course would be taught and managed
- 4 explain the assessment and evaluation procedures which would be used
- 5 relate decisions about course design to principles from the relevant literature

9. Content: The following topics will be covered in the course. The readings for each topic will be posted on Blackboard at the beginning of the first and second halves of the course.

Class date	Topics
16 November	Topic 1: LSP in 4 discipline areas
23 November	Topic 2: Overall approach to LSP course design
30 November	Topic 3: Designing a specific programme
7 December	Topic 4: Macroplanning
14 December	Topic 5: Assessment
[Mid-trimester break]	
11 January	Topic 6: Approaches to genre in LSP
18 January	Topic 7: Vocabulary and discourse features of texts in LSP
25 January	Topic 8: Methods and materials in LSP
1 February	Topic 9: Skills, Socialisation, Literacies
8 February	Topic 10: Language development - overview and grammar

10. Texts: A book of set readings is available from Vicbooks (LALS 521 Languages for Specific Purposes: Set Readings, 2010). Notes and articles will be made available via the Blackboard site. There is no set text but the following books, which will all be referred to during the course, provide useful background reading:

Basturkmen, H. 2006. *Ideas and options in English for Specific Purposes*. London: Lawrence Erlbaum.

Belcher, D. 2009. *English for Specific Purposes in Theory and Practice*. Ann Arbor: University of Michigan Press.

Douglas, D. 2000. *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.

- Dudley-Evans, T. & St John, M. J. 1998. *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
- Flowerdew, J. & Peacock, M. (Eds.) 2001. *Research perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.
- Gavioli, L. 2005. *Exploring corpora for ESP learning*. Amsterdam: John Benjamins.
- Harwood, N. 2010. *English Language Teaching materials: Teaching and Practice*. Cambridge: Cambridge University Press.
- Hutchinson, T. & Waters, A. 1987. *English for Specific Purposes: A learning centred approach*. Cambridge: Cambridge University Press.
- Hyland, K. 2006. *English for Academic Purposes: An Advanced Resource Book*. New York: Routledge.
- Johns, A.M. 2002. *Genre in the classroom*. New Jersey: Lawrence Erlbaum.
- Jordan, R. R. 1997. *English for Academic Purposes*. Cambridge: Cambridge University Press.
- Long, M. 2005. (ed.) *Second Language Needs Analysis*. Cambridge, UK and New York: Cambridge University Press.
- Swales, J. 1990. *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

11. Assessment: Your performance in the course will be assessed by two assignments:

Assignment 1,	due Monday 13 December	15%	(1000 words)
Assignment 2,	due Monday 10 January	40%	(1800 words)
Assignment 3	due Thursday 10 February	45%	(2500 words)

Assignments can be submitted as e-mail attachments. Please submit each one as a single document in WORD format, and e-mail them to LALS-MA@vuw.ac.nz. If you send them by post, please include **two** copies of each assignment/task. One will be returned to you with comments on it. The other will be retained for external examining. The postal address is on page 1 of this outline. You can also hand them in through the Assignments slot by the door to the School Office (VZ 210). The assignment topics are described in this course outline.

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.

General Content Guidelines

- The assignments should relate to a particular language teaching/learning situation.
- The assignment should show that you have done *a significant amount of reading* on the topic (course notes, set articles *and* other sources) and can *apply* what you have read to the teaching/learning situation you have chosen.
- Where the assignment topic requires you to prepare teaching or assessment materials, the grading will be based partly on an evaluation of the quality of the material but more importantly on your discussion of how you went about designing, selecting and/or preparing the material for its intended purpose.

Assignment 1 (due Monday 13 December) 1000 words

For a course in which learners will learn a language for a specific purpose, describe the context and purpose, and summarise relevant research findings on the needs of students in a similar context and with a similar purpose.

In the assignment, you should:

- describe the learners and the learning context
- describe the purpose of the learners
- summarise findings from a review of relevant literature about the needs of such learners

Assignment 2 (due Monday 10 January) 1800 words

For the course described in Assignment 1, carry out an analysis of needs *in one area* of the course, and produce goals and objectives based on this. Give an overview of how these objectives would be assessed, and produce an assessment task which could be used to assess one major objective.

In the assignment, you should:

- describe and justify the approach taken to course design and to the needs analysis
- explain how the needs analysis was carried out, and the results
- present and justify the goals and objectives derived from the needs analysis
- explain in detail how the assessment task assesses achievement of the objective

Assignment 3 (due Thursday 10 February) 2500 words

Drawing on the same context and learners from Assignment 1, consider the language skills (speaking, listening, reading, writing), features (e.g., indirect use of language for politeness) or genres (e.g., research proposal) they will need in their target academic, workplace or professional discourse community. Select an appropriate theme and devise an original unit of work (8-9 hours) to teach a subset of skills, features or genres so learners have opportunities to understand, examine and communicate within their disciplines.

In the assignment, you should:

- explain how you would identify the skills, features or genres deemed to be of key importance
- present a rationale for the unit with a clear set of objectives and outcomes
- present 3-4 lesson plans with a brief outline of the tasks that learners would engage in
- include the materials for one lesson (in an appendix). These must be original materials created by you.
- trial the materials with one learner and evaluate the strengths and weaknesses in relation to the objectives and outcomes set

12. Penalties: There is no formal penalty for missing the deadline for submitting the assignments and tasks, but you must get permission in advance if you find that you have to hand work in late. Similarly, there is no penalty for *exceeding* the word limits given for the assignments. However, if the assignment is more than 20% shorter than the specified length, your grade may be lowered. In general, the word limit should not include any test or assessment material that you prepare.

13. Relationship between assessment and course objectives:

The assignments in general provide an opportunity to demonstrate your understanding of issues involved in specific purpose course design and to show the practical application of

ideas covered in class and in the set readings. Assignment 1 relates to course objective 5. Assignment 2 relates to course objectives 1, 2, 4 and 5. Assignment 3 relates to objectives 2, 3, 4 and 5.

14. Workload: Students are expected to devote a total of about 150 hours to this course, spread throughout the trimester, 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, trialling materials, writing up):

Assignment 1: 10 hours

Assignment 2: 25 hours

Assignment 3: 35 hours

15. Mandatory Course Requirements:

- Submit all three assignments for assessment
- Attend all the ten class meetings, or make at least one contribution each week *to each thread* of the Discussion Board forum on Blackboard. The initial contributions need to be posted by the Sunday after the date of the on-campus class for that topic.

16. 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 and a response to each thread of each of the ten Discussion Boards.

17. 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.

18. 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>

19. 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.

20. 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_victoria/avcacademic/Publications.aspx