

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**MASTER OF ARTS
LALS 511, Teaching Reading and Writing**

**TRIMESTER 2 2011
11 July to 12 November 2011**

Trimester dates

Teaching dates: 18 July to 7 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17–21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

Withdrawal dates

Information on withdrawals and refunds may be found at

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

Names and contact details:

Course coordinator

Dr. Averil Coxhead

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Course Administrator

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Class times and locations

Tuesdays 16.10 – 18.00
Room 202, 24 Kelburn Parade [Kelburn campus]

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.

Distance students are welcome to come to the class if you are in Wellington. Contact Averil Coxhead for details.

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 Prescription

An examination of the principles behind the effective teaching of reading and writing skills in another language and the application of these principles in the preparation and use of teaching materials.

Course content

LALS 511 explores learning to read and write in a second or foreign language. It looks closely at pedagogical issues and challenges around learning these skills. We will look at aspects of reading such as intensive and extensive reading, fluency, and assessment. We will look at aspects of writing such as reading to write, guided reading, assessment of writing, and feedback. We will also consider the nexus between reading and writing.

Learning objectives

By the end of the course, course members should be able to

- 1) Discuss some of the important current issues in the teaching and learning of reading
- 2) Discuss some of the important current issues in the teaching and learning of writing
- 3) Describe important areas for research in these areas
- 4) Comment critically on research and practice
- 5) Design the reading and writing components of a language course
- 6) Teach a reading and writing course
- 7) Advise teachers and learners on reading and writing.

Expected workload

LALS 511 is a fifteen point one-trimester course. Course members should expect to spend about 15 hours per week for ten weeks on all the work for this course including lectures.

Readings

Essential text:

Required

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

The selected readings for the course will be posted on BlackBoard through the library course reserve link.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 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 requirements

The course will be assessed by an assignment worth 60% of the final grade and two tasks totalling 40% of the final grade.

Assessments	Due dates	Word Limit	Course objectives
Task 1	12 August	1,500 words	1, 3, 4, 7
Task 2	30 September	1, 000 words	2, 3, 4, 7
Assignment	14 October	2,500 words	All

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

Tasks

Each section of a task is expected to be around 500 words or fewer. The two tasks total 40% of the final grade. They must be submitted on the assigned dates 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

12 August

20% 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) (Nation, 2009). 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

30 September

20%

- 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.

Assignment

Friday 14 October

60%

2,500 words

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

or

Design a unit of work on 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.

Deadlines

If you find that you need an extension, you **must** get explicit permission from the course coordinator before the due date. No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as illness or family emergencies. Work submitted on time will be marked and commented on in a timely manner. Work submitted late **for any reason** will be marked at the instructor's convenience, and will receive few, if any, comments.

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.

Submitting assignments and tasks

Distance members of the course, submit your assignments through the Blackboard (BB) system. Instructions on how to use the BB assignment tool are on the BB website.

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

Instructions for the submission of the first assignment will be distributed in the first week of class.

General guidelines

- 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)
- Use the cover sheet at the end of this document

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves

Mandatory Course Requirements:

To meet Mandatory Course Requirements, each course member is required to do the following work:

1. Complete weekly reading requirements in preparation for classes.
2. Complete all assessment requirements.
3. Attend eight out of ten classes.

Class Representative

The class representative for the MA programme is Emma Rowbotham (emma.riley.chris@gmail.com). Her contact details are available to VUWSA, the Course Coordinator and the class. As the class representative, Emma provides a communication channel to liaise with the Course Coordinator on behalf of students.

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 will 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. Instructions on Turnitin on BlackBoard will be given out at the beginning of the course.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.